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**MEREDITH COLLEGE  
RALEIGH, N. C.**











SERIES 6

NOVEMBER, 1912

NUMBER 1

# MEREDITH COLLEGE

QUARTERLY BULLETIN

1912-1913

Commencement Number



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# MEREDITH COLLEGE

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NOVEMBER, 1912

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## Inter-Society Evening

On Saturday evening, May the twenty-fifth, the annual inter-society meeting was held. The members of the two societies, Astrotekton and Philaretian, marched successively into the chapel, dressed in white, and singing their society songs, which were effectively ended by the musical calls of the societies.

Dr. Vann then made a few fitting remarks, by way of introduction, and presented Miss Myrtle Ashcraft, whose piano solo was very enjoyable. Gifts to the college from the societies were presented by the presidents, Miss Lula Ditmore, Astrotekton, and Miss Elizabeth Lovill, Philaretian. The Astrotekton gift was a sum of money for the endowment fund of the College, and the gift of the Philaretians was a contribution of some books for the library. Dr. Bowling, who each year gives, as a memorial to his wife, the Minnie Jackson Bowling medal, for the best essay from the Philaretian Society, presented a portrait of his wife to the society. This portrait was unveiled by his little son.

Miss Hattie Herring, who won the Bowling Medal, then read her most interesting essay: "The Economic Effects of Slave and Free Labor in the South." She was followed by Miss Ruby Johnson, Astrotekton, the winner of the Carter-Upchurch Medal, which is each year presented by Mr. P. A. Carter, for the best essay from the Astrotekton Society. Her paper, entitled "Art in the South," was particularly enjoyed by the audience. Judge R. W. Winston presented the two medals in a most happy manner.

The exercises in the chapel were closed with a solo by Miss Pauline Griffin, who sang in her usual charming style. The

societies then marched out, singing the college hymn, "Alma Mater," and gathered with the audience in the society halls at a most delightful reception.

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### **Commencement Sunday**

On Sunday morning, May 26, the auditorium of the Tabernacle Baptist church was crowded, to hear the Baccalaureate Sermon, by Mr. J. Campbell White. Mr. White began by saying that he was not accustomed to the role of preacher, but, from the clear and forcible presentation of his chosen subject his hearers would not have recognized him as a novice in the art of preaching. His theme was "Personal Liberty and Victory." The speaker made no claim to oratory, but his sermon was most impressive and instructive. It was a message which every member of the class of 1912 would have done well to carry home with her, as a factor in the shaping of her future life.

The Missionary Sermon in the evening, again at the Tabernacle, was also given by Mr. White. His subject was "The Hope of Evangelizing the World." Here he was entirely at home, having, as leader of the Laymen's Movement, given the past twenty years of his life to studying and talking missions. After a masterly presentation of plans and prospects for world evangelization he closed with the words: "Our only question is whether we are going to be crowned with Jesus Christ when all the dominions of the world are laid down at His feet."

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### **Class Day**

Perhaps there is no more pleasing part of Commencement to students and alumnæ at least, than Class Day; and traditions were well upheld in the exercises given by the Senior Class of 1912 on May 27, at 10:30 a. m. in the College Auditorium.

The program began with the usual processional song by the Sophomores, bearing the daisy chain. The Seniors entered, and having ascended the platform, which was decorated with Crimson Rambler, the class flower, sang a song addressed to the Sophomores. Miss Kate McArn Watson, the president of the class,

welcomed the audience in fitting words. Then followed a song, "A Meredith Proverb," after which Miss Margaret Edna Ervin read the class poem. A quartette was pleasingly rendered by Misses Mildred and Eunice Edmundson, Edna Tyner, and Myrtle Ashcraft. Several songs were given by the class as a whole, "When We Were But Freshmen," "We Know It All," and " $H_2 SO_4$ ," being bright and full of local color. Misses Mary Elizabeth Lovill and Lula Caroline Ditmore created interest and amusement by the prophecy and will.

The gifts to the classes were presented in humorous manner by Misses Frances Johnson, Mary McCullers, and Edna Ervin, the Juniors receiving the crook, the Sophomores a search-light, and the Freshmen a copy of McMurry's *How to Study*. The class gift to the College, a handsome portrait of Rev. O. L. Stringfield, was presented by Miss Kate Watson, and received on behalf of the Board of Trustees by Rev. Livingston Johnson and President Vann.

A farewell song was then sung and the audience joined the Sophomores in "Alma Mater," as the Seniors passed out. The exercises were concluded on the campus with the planting of the ivy by Misses Eunice Edmundson and Elizabeth Bass, and the burying of class trophies by Miss Ruth Cook.

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### Art Exhibit

There were two exhibitions in the Art Department during the Commencement of 1912. The first, on Saturday afternoon, was the work of Miss Fannie Amis Webb, of Oxford, N. C., who was the graduate from the School of Art. Graduation from this school represents thirty-three hours of college literary work in addition to ten of the required entrance units, as well as the completion of satisfactory technical work. This latter is decided upon by a committee of artists not connected with the school and after careful and critical inspection. Miss Webb's work showed a knowledge of many mediums and was an evidence of the breadth of training given in the school. The committee gave her five "honorable mentions." Miss Webb

had the distinction of being Art Editor and Business Manager of *Oak Leaves* for 1912.

A social feature is added to the exhibition given by the graduates, and on this occasion Mrs. John Webb, of Oxford, and Misses Ida Poteat and Anna Pridgen, art instructors, assisted Miss Webb in receiving her friends. Frozen punch was served during the hours of the exhibition.

The work of the entire department for the year was seen in the exhibit on Monday afternoon. The large Studio on the fourth floor of Main Building was crowded for several hours, showing the interest felt in this phase of the College's work. The methods of instruction in this department develop original expression along all lines of work, and many interesting specimens of china, tapestry, and miniature painting, as well as studies from life and landscape, were displayed in the Studio.

An increasing interest in the study of Art History shows that we are beginning to realize the cultural importance of this subject, and "The Art of Today" is a pleasing study for the members of the K. K. K., a social club in connection with the School of Art.

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### **The Annual Concert**

The Annual Concert was the climax of a year of unusual activity of the Music Department.

For years the friends of the institution have been accustomed to look forward to this Annual Concert with happy anticipations, and as usual many were denied admission because of the limited seating capacity of the College Auditorium.

The work done by the different departments far exceeded all previous efforts, resulting in the most advanced and artistic Annual Concert ever given.

To quote the *News and Observer*:

"The work of the orchestra under the direction of Professor Hagedorn was of a high order of merit, certainly the best work yet done by this organization.

"The work of the Voice Department under Miss Day was



even better than that of last year. The solo singing was of a high order, Misses Griffin, Poole, and Pearson all showing skill and remarkable finish for students of under-graduate grade.

"The Piano Department presented three soloists, Misses McCullers and Minor of the Senior Class, and Mr. James R. Rodwell. The work of the two former served to enforce the fine impressions made in their recent graduating recitals. They are both excellent pianists, and worthy graduates of the School of Music. Mr. Rodwell is a young man, less than sixteen years of age. His performance was a revelation to the audience of a pianist who is bound to be heard from in the future. He is possessed of wonderful talent, combined with artistic insight unusual in one of his years.

"Miss Bessie Ray, the violinist, made a most favorable impression in her number, the Hungarian Fantasia.

"The concert came to a close with a spirited performance of the great chorus from Costa's oratorio, Naaman, sung by the college choir, assisted by a number of male voices with piano and organ accompaniment."

## Graduation Day

On Tuesday morning, the 26th, the twenty-three members of the graduating class, in academic costume, entered the crowded auditorium of the College, followed by the gentlemen who were to take part in the exercises, the Board of Trustees, the Faculty, and the Alumnæ, the audience standing to receive them.

After a hymn by the audience and prayer by Rev. Charles E. Maddry, President Vann presented Dr. Charles Edward Jefferson, pastor of the Broadway Tabernacle, New York, who was to deliver the address of the occasion. Dr. Jefferson is a speaker of international reputation, ranking as one of the twelve greatest preachers in the world today. He took as his subject, "The Plan and Power of Little Things." He divided the subject into four heads: (1) Everything, no matter how small, is capable of becoming big under certain conditions. (2) Anything, no matter how small, is mighty that has life in it. (3) Anything, no matter how small, is interesting to be studied. (4) Everything in history is important. After a humorous mention of our American predilection for big things, Dr. Jefferson stressed earnestly, in simplest yet most exquisite words, the supreme value of little things, the little things that make up the great thing called Life.

Dr. Jefferson has none of the tricks of the professional orator; he makes very few gestures, and never raises his voice unpleasantly. His hearers had expected much; they were not disappointed.

At the close of the address came the presentation of diplomas, the conferring of degrees, and Dr. Vann's address to the graduates, which is given below. According to custom, a copy of the Scriptures was then presented to each of the graduates, Dr. T. W. O'Kelly making the presentation speech. The singing of Luther's hymn closed the exercises of the morning.

The addresses at Meredith have always been of a high order, but this year they were characterized by unusual excellence.

**GRADUATING CLASS.****BACHELOR OF ARTS:**

Elizabeth Anne Bass	Mamie Highsmith
Marvel Inez Carter	Frances Livingston Johnson
Lula Caroline Ditmore	Ruby Catherine Johnson
Eunice Lee Edmundson	Sallie Wesley Jones
Lois Mildred Edmundson	Lida May Olive
Margaret Edna Ervin	Kate MacArn Watson
Mary Virginia Wilkinson	

**DIPLOMA IN ELOCUTION:**

Mary Elizabeth Lovill	Sallie Pickett Oldham
Dovie Prevatt	

**DIPLOMA IN ART:**

Frances Amis Webb

**DIPLOMA IN PIANO:**

Florence Myrtle Ashcraft	Mattie May Elmore
Ruth Burnley Cook	Mary Elizabeth McCullers
Alleine Richard Minor	

**DIPLOMA IN VOICE**

Edna Tryphena Tyner

**Reception**

In the evening from nine to eleven the Trustees and Faculty of Meredith College gave a reception in honor of the graduating class. During the evening relatives and special friends of the class, the families of the Trustees, the alumnæ and the students of the college, the ministers and press of the city were received.

The guests were met in the hall and presented to the receiving line by Miss Phelps and Dr. Freeman.

In the receiving line were President and Mrs. Vann; Mr. W. N. Jones, President of the Board of Trustees, and Mrs. Jones; Miss Paschal; Miss Kate McArn Watson, President of the Senior Class; and Miss Vivian Betts, President of the Alumnæ Association. Between the parlors were Miss Poteat and Mrs.

Hagedorn and in the back parlor Miss Helen Day, Mr. and Mrs. Wade R. Brown, and Mr. Watson received the guests. The Seniors assisted in receiving in the parlors and conducted the visitors to the north corridor. Here punch was served by Misses Colton and Haynes, assisted by the Sophomores, who next directed the guests to the south corridor where ice cream and cake were served by members of the Junior Class. Mrs. Ferrell, Miss Dickinson and Mr. Hagedorn looked after the callers here. The Freshmen ushered the visitors from the south corridor to the Principal's office, where punch was served by Misses Meserve and Harriett Day.

The reception was a fitting close to the events of Commencement week. It furnished to the faculty and students of the college an opportunity to extend a cordial and personal welcome to our Commencement visitors, and to bid God speed to the twenty-three members of the Class of 1912.

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### **Baccalaureate Address**

There has appeared within the last half century a vigorous and far-reaching propaganda which has acquired the general title of "The Woman's Rights Movement." Whether because of this movement or in spite of it, certain material concessions have been made to women in various directions, notably in the domain of property rights and in that of political suffrage. But probably nowhere have the claims of women been more distinctly recognized than in the realm of learning.

As far back as the middle of the seventeenth century, beginning with Harvard in 1650, preparations were made for the higher training of young men, and by the end of that century eighteen institutions for this class had been founded, including all the great colleges and universities in the New England and North Central States, save Hopkins. But while there were schools established for girls in this State as early as 1802 and in Georgia, Alabama, Texas, and Ohio a few years later, these did not attain the grade of decent high schools; and as late as

1875, more than two hundred years after the founding of Harvard, the only woman's college that had received the recognition of scholars was Mount Holyoke. Even long after the higher education of women had engaged the attention and elicited the beneficence of individuals and of various Christian denominations, no State had made provision for this object. None had built a single college or high school for young women, nor did any open its university to them until within recent years. Moreover, while the people soon began to see the necessity of endowment for men's colleges, they seem to have thought that a woman's college ought not only to pay expenses but to declare dividends.

The reasons for this neglect need not now be considered. But whatever they were, they appear to be vanishing. Led by the Christian denominations—a fact that should be carefully noted—and by benevolent men and women, the States themselves and the great universities have seriously set about repairing the evil; so that today not only are there a dozen or more women's colleges whose degrees are recognized by our highest institutions of learning, but these institutions have actually established women's colleges of their own, and most of the States are building high schools for boys and girls alike. And while the endowments of these colleges are by no means ample, government reports show an aggregate of nearly four millions of interest-bearing funds held by such institutions in the South. This means, of course, that thoughtful people are coming to see that educational values have no distinction of sex.

But what wrought this change? A clearer discernment of the capacity of girls? A fuller recognition of their rights? A deeper sense of their need, or a more generous sympathy in their unequal struggles? Probably all in part. But I fancy that a mightier force operating to produce this result has been the half unconscious, but none the less actual and growing realization of the intellectual value of women to society. Their moral and spiritual and domestic values had long been recognized, and also a certain intellectual acuteness which enabled them to skip right on to a conclusion, while their lagging brothers were plod-

ding along the logical highways looking for signboards. And how was this result accomplished? By reason? Oh, no, indeed! By instinct; an instinct less clear and steady, to be sure, than that of the humming bird or the honey bee, but still—. Now men have stopped mouthing that kind of twaddle; they had to stop lest some sane and sympathetic woman should take measures to have them confined in a home for hopeless imbeciles. E. L. Yeomans, an American, by the way, worked hard on the problem of the conservation of force, and worked it out, and statesmen are waking to the necessity of conserving our natural resources; but clear-sighted and right-thinking people are now undertaking the development and conservation and also the utilization of our mightiest forces, the moral and spiritual. Hence, our modern colleges for women.

This conception should control in the founding and maintenance of any college, and I am anxious for you to get this view. You may possibly remember that the address to the last year's class called attention to the rapid, world-wide spread of the spirit of democracy, and also to the fact that this swelling tide had flooded the souls of men and women alike. But this spirit is simply the conviction that no man is great enough or good enough to govern other men, and that no man is small enough or bad enough to be neglected by his fellows. Such a spirit, we are coming to feel, is the breath of God in man and is, therefore, holy.

But think what a tremendous responsibility such a democracy imposes. It requires not only an intelligent understanding of the principles of government, national and international; but a successful democracy requires a no less intelligent and hearty recognition of the obligation of the one to the many. No democracy is formed simply by a set of resolutions or the promulgation of a constitution. If China is really a republic today, it is because China's people are at heart republicans. A democracy can't make democrats; democrats must make a democracy; democrats who both claim and accord individual equality. So the difference between democracy and despotism is the differ-

ence between altruism, which means regard for others, and egoism, which means regard for self.

Now, you have learned that the supreme aim of all education is not merely scholastic or even moral training for the individual, but preparation for personal and public service. The State sees the evils that afflict it and suffers under them and seeks to remove their causes. But all that the State can do is to point out the evils. It can offer no remedy for them, by education or otherwise. It can set up standards but can afford no help to reach them. It can declare war against evil but can furnish no power for the conflict and offer no hope of victory. The trouble is that the State is itself the patient and without any inherent power to throw off disease.

If one wishes to learn the permanent and perfect solution of sociological problems he can not hope to find it in a purely secular college. He must hark back to another Teacher, one Jesus. In His day there was more poverty, more despotism, more selfishness, more suffering than now. But he addressed himself to the task of destroying these enemies of his race. And one finds in His gospel ample justification of the theories of modern moral progressives. As He established human states, so He alone can lay down the principles for their government. He only can inspire right motives in the citizen and confer power equal to the task. When He said, "Other sheep have I which are not of this fold," His eye swept the whole range of humanity and His heart was open to the cry of the world. His parable of the Good Samaritan announces the sweeping proposition that human need, wherever found, constitutes a claim on every other human. And His indictment against Dives was that he lacked this social instinct. Now it is for Christ and Christ alone to offer the remedy when He diagnoses the disease. He only both creates ideals and at the same time inspires motives. He alone reveals the task and supplies the needed strength. His is the only battle hymn athrob with victory.

So if a new social sense is alive and astir in the world He inspired it. If great and rich men are clamoring for equality

of opportunity for all and adequate reward for labor, they are only preaching His gospel. If hopeful war is being waged against public evils, it is because He opened the conflict, armed the warriors, and leads the armies.

Young ladies, these thoughts come to me today because I remember that your college training has been in an institution which owns this one Teacher for its Master. If your course here has not included the principles of the Sermon on the Mount and the Golden Rule, it has been too narrow. You need a graduate course, and I pray you now to begin learning of Him who taught that the best life means learning, and learning means service, and service means rest. Now in all your culture you have only been "steaming up." But remember that an engine is useless and dangerous until it connects with the machinery. I charge you to gear up with the helpless world and communicate to it something of the energy that I trust is throbbing in your souls. And may He who built your engine and kindled your fires and created your force continue to be your almighty and infallible Engineer.

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### **Alumnæ Association**

Enthusiasm and interest were dominant in the large number of alumnæ who attended the 1912 Commencement. It was the tenth anniversary of the first graduating class, and four of that "Immortal Ten" were present. Every class, with the exception of that of 1906, had at least one representative present, and happy were the reminiscences and recollections. The alumnæ marched to church both Sunday morning and evening in the procession with the trustees, faculty and students, and on Tuesday, during the graduating exercises, they sat in a body in the chapel, arranged by classes, that of 1902 being in front.

The Alumnæ Association held its annual meeting Monday afternoon, May 27, at five o'clock, in Faircloth Hall. The usual routine business was transacted, and then the twenty-three members of the graduating class were cordially welcomed as members of the Association.



The College Endowment Fund was the subject of an interesting discussion, and the President of the Association was asked to write each member who had not made any pledge or contribution to this fund, asking her to do so. The Alumnae Loan Fund was reported as being increased year by year.

For the last three or four years the organization of Meredith Clubs throughout the State had been discussed, yet no definite steps had been taken. But the Association decided to suggest to the trustees the advisability of engaging a Secretary who would devote her entire time to the organization of these clubs and a committee was appointed to present the matter to the trustees. The result was that Miss Lulie Dickson, of Wake Forest, was engaged for this work. During the summer she was turned aside from this organization work to canvass for students, but during the fall a number of clubs have been organized.

A committee was appointed to arrange for a social gathering during the next annual meeting.

The Association had so far outgrown the original constitution that a committee was appointed to prepare a new one and report at a called meeting, to be held Tuesday afternoon. At that time the committee made its report and a new constitution was adopted.

It was decided to get out an Association Hand Book, containing a register of the alumnae with their addresses, a report of the meeting of 1912, the constitution, and other pertinent matter. In June each alumna received a copy of the Hand Book attractively gotten up in a maroon cover.

The officers for 1912-1913 were elected as follows: President, Miss Blanche Barrus, 1910; Vice-President, Miss Ruby Reid, 1905; Treasurer, Miss Jennie Fleming, 1910; Corresponding Secretary, Miss Margaret Bright, 1907; Recording Secretary, Miss Alma Smith, 1903; Secretary of Meredith Clubs, Miss Lulie Dickson, 1910.

## The Annual Play

For a number of years the first Monday night in May has been set apart as the date for the annual play, and while it comes three or four weeks before Commencement, it is considered a feature of the Commencement season.

Last May being the one hundredth anniversary of Robert Browning's birth, the College Dramatic Club presented his beautiful drama, "Colombe's Birthday."

Three of Meredith's former elocution students and graduates took part: Miss Sallie Spruill Baker, certificate pupil, of the Class '08; Miss Jennie Yancey Fleming, A.B., '10, and Mrs. John A. Ferrell, née Lucile Withers, A.B. and O.B., '07.

Miss Fleming, as the Prince, sustained well that unimpassioned character.

Mrs. Ferrell, as Valence, the advocate of Cleves, truly lived her character, showing in every action and line rendered that "worth makes the man."

Miss Lovill, a senior in Elocution, took the part of Colombe. She portrayed the "warm hearted, ingenuous and feminine Colombe." Throughout the play she demonstrated in her action "devotion, zeal, faith, loyalty."

Each one in the cast showed that careful, earnest study had been given the character she was personating.

The costumes, too, deserve mention, for they were elegant and rich in the 17th century style.

### CAST OF CHARACTERS.

#### PERSONS.

COLOMBE OF RAVENSTEIN, Duchess of Juliers and Cleves,

Mary Elizabeth Lovill

SABYNE, ADOLF, GUILBERT, GAUCELME, MAUFROY, CLUGUET,	} } { { { {	Her attendants   Courtiers	{ { { { {	.....Sallie Spruill Baker .....Alma Irene Stone .....Willie Ola Elam .....Lida May Olive .....Esther Wiggs Bailey .....Vella Verrigin Fields VALENCE. Advocate of Cleves.....Lucile Withers Ferrell PRINCE BERTHOLD.....Jennie Yancey Fleming MELCHOIR, his confidant .....Beulah Nance
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PLACE: The Palace of Juliers; Colombe's Audience Chamber.

TIME: 16——.

ACT I: Morning.

ACT II: Noon.

ACT III: Afternoon.

ACT IV: Evening.

ACT V: Night.

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## Opening of the Session 1912

Impressive services were held in the college auditorium Friday morning, September 13th, when the Faculty and full student body gathered for the regular opening exercises of the session. After the reading of the Scriptures by Pastor Charles E. Maddry, of the Tabernacle, and prayer by Dr. Thomas W. O'Kelly, pastor of the First Baptist Church, hearty greetings were extended and appropriate remarks were submitted by Messrs. Maddry and O'Kelly, Editor Hight C. Moore, of the *Biblical Recorder*, and President Vann. The song service was inspiring and the occasion was healthfully stimulating.

Another record-breaking opening! The register shows an enrollment of 237 boarding students, which is 18 above that of last session. The total registration for boarding and local students together is 373 to date. The enrollment for the session will probably fall below that of last year because of the elimination of 46 pupils in the grades, which had been kept running at the request of local patrons and for the benefit of the Department of Education.

As usual, some ten or twelve of those who had engaged rooms found at the last that they must relinquish them. But the vacant places were promptly taken by others, so that at the present writing every dormitory is filled and we have been compelled to provide extra accommodations for three late applicants.

The personnel of the student body shows marked improvement year by year, particularly in respect to general intelligence and academic grading; and the present session leads in

this particular also. The Dean of the College reports 91 Freshmen, 37 Sophomores, 19 Juniors, 23 Seniors, and four special students, making 174 who are carrying regular college work. Of the remaining 199, 76 are in the High School and the rest are devoting most of their time to Music, Art, or Elocution. Many of these, however, are also doing much, and some are doing most, of their work in college.

It should be understood also that in admitting students to the Freshman Class we adhere rigidly to our published requirements; that is, we do not jump them from unfinished work in the High School and give them a trial in College work, on the theory that "the greater includes the less." We do, indeed, waive the strict requirement of certain Classics in English Literature, provided general reading and study have supplied the necessary training and culture. But the postulate quoted does not apply in some cases. Geometry and Trigonometry, for example, by no means cover all of Algebra; so that it would seem inadvisable to permit a student to skip higher Algebra even if she could manage to pass in the next higher subjects. Similarly, whether rightly or wrongly, we do not permit a student who has done, say, only one or two orations of Cicero to take up Virgil; nor is she permitted to go on in the next higher class without making up and standing off all that is lacking of the six required orations of Cicero. And so in other subjects.

It would appear, therefore, that students reported as Freshmen are *bona fide* Freshmen, or with legitimate conditions, such as are set out in the catalogue.

So while educational conditions, especially among our young women in this State, are still far from satisfactory, so that in all probability, a large proportion of those who entered our various women's colleges this fall would have to be rated below Freshman according to recognized college standards, yet when one compares present conditions with those that marked our first session thirteen years ago, when we had not a single student who would now be classed as a full Freshman, he has reason to thank God and take courage.

It may not be out of place to announce here the regular lecture program for the current session: October 31, Mr. John Cowper Powys, A.M., Cambridge University; December 11 and 12 (two lectures), Mr. Charles H. Caffin, A.B., Oxford University; January 11, Mr. William Sterling Battis, Dickens Lecturer and Impersonator.

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### **Faculty Notes**

We must record the loss of Mr. Brown, Director of Music; Mr. Watson, Professor of Mathematics and Astronomy; Miss Meserve, Professor of Latin, and Miss Middleton, Instructor in English. Mr. Brown has taken charge of the Music Department of the State Normal, Mr. Watson becomes associate principal of Gordon High School, Barnesville, Ga., and Miss Meserve and Miss Middleton have retired for a season of rest.

Mr. Brown's position has been filled by the promotion of Professor Gustav Hagedorn, whose conduct of the department during the year of Mr. Brown's absence in Europe revealed his admirable qualification for the position; Miss Mary Vann, A.B. of Cornell, succeeds Professor Watson in the Chairs of Mathematics and Astronomy; Miss Bertha L. Loomis, A.B. of Keuka College, N. Y., has taken the Chair of Latin, and Miss Ella Thompson, Class '10 of Meredith, succeeds Miss Middleton. Keuka College is one of the accredited colleges of New York State whose A.B. Degree is accepted by Cornell as the equivalent of its own.

During the summer Professor Hagedorn directed the Music of the Summer School at the State University.

Miss Phelps, of the Chair of Elocution, spent three weeks lecturing for the Farmers' Institutes, in place of one of the regular lecturers.

Miss Colton, Chair of English, and General Secretary of the Southern Association of College Women, spent much of the summer in preparing and publishing the minutes of that organization.

Miss Smith, Chair of History, has been recently elected chairman of the local chapter of this Southern Association, and Miss Vann has been appointed chairman of its Extension Committee.

The article of Miss Colton on "Standards of Southern Colleges," which was published a year ago and afterward republished from the University of Chicago Press, continues to attract favorable attention in Northern Universities. The Director of Education of Cornell has commended the article on account of its "direct bearing on the question of credit for students coming from Southern Institutions to Cornell." And both he and the Secretary of Teachers College of Columbia have applied to the author for detailed information which would be of service to them in "estimating rightly and justly" the standing of students coming from the South. Dr. Babcock, United States Specialist in Higher Education, recognizes Miss Colton as "the United States authority on the Southern College situation."

It is proper to put on record here our estimate of the faithful and very efficient service of Miss McCall, who, for, several years and up to the time of the discontinuance of that department, had charge of the graded school at Meredith. Miss McCall could doubtless have remained at the head of this department as long as she desired if it had been maintained.

In the High School Department the following changes should be noted: Miss Vivian Betts, Class '09, has been elected to fill the position resigned by Miss Carroll, and Miss Lulie Marshall has been placed in charge of the High School Science.

Miss Ruby Penny, certificate pupil of Meredith, with one year in the Boston Conservatory, has been added to the Music Faculty as instructor in Piano, and Miss Mabel Bost, Cincinnati Conservatory, has been secured to aid in Kindergarten Piano, expounding the Burrowes system.

SERIES 6

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JANUARY, 1913

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At the recent session of the North Carolina Teachers' Assembly the music teachers of the State met and organized as part of the State Assembly. Several of the papers and discussions were of such merit that they were secured for publication in this BULLETIN.

The papers on Public School Music, although not bearing directly on College work, are of vital importance to the educational interests of the State. The increasing demand for Public School music throughout the South makes this discussion especially pertinent, if North Carolina wishes to keep step in the educational progress of the day.

Mr. Ralph L. Baldwin, the chief speaker of this assembly, is Supervisor of Public School Music in Hartford, Conn. He is an authority on the subject, the schools of Hartford having probably one of the best Music Departments in the country.

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## Music in Public Schools \*

Music must be considered as one of the most potent factors in present day education in public schools because it includes so many and so large a variety of educational values that are worth while. It is a question whether any other subject in the public school curriculum is so rich in real educational value.

Music in public schools properly conducted should develop results along each of the following lines: Ethical, cultural, emotional, æsthetic, and intellectual.

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\* Abstract of an address given by Ralph L. Baldwin before the Music Section of the State Teachers' Assembly at Greensboro, N. C., Friday morning, November 29, 1912.

It is not the purpose of this address to enter into a discussion of these general aims in the subject of music teaching, as valuable as such a discussion might be, but rather to treat some of the more practical problems involved in the presentation of music in public education.

To achieve the aims just mentioned attention must be given in teaching to the following phases: the teaching of music fundamentals, including time, tune and notation, to be applied either in written work or, better, in sight reading; voice training; interpretation, including the study and performance of master works from the famous composers, forming, as it will, the basis of music appreciation and instilling in the pupils a love for good music; biography and musical form to enhance musical appreciation and to bring about the culture inherent in the subject.

The study of music should be approached in the grammar grades much as the study of English. Little children should be given a song vocabulary, or rather, a repertoire of rote songs before the teaching of the mechanical principles of the art is begun. There should be a very careful classification of all the principles for the reading and singing of vocal music, all the unessentials being eliminated, and especially those principles which have to do with instrumental playing and which find no place in the study of vocal music. The classification of principles should be arranged with especial attention to the mind of the child as it develops—the problems requiring the greater amount of reasoning placed high in the grade and those principles requiring but little more than imitation placed at the outset.

This should lead naturally to the definition of a clear and concise course of study. This course of study should be laid out, grade by grade, with certain specific principles to be developed assigned to each grade.

In many places, it is feared, courses of study in music lack definiteness. One teacher on being asked what was taught in her grade in music replied that they studied such and such a

book from page one to fifty-seven, inclusive. Upon being asked what principles were included in those pages she was unable to answer. Thus it is that in many schools classes are required to sing so many pages of a book, regardless of the principles involved, without any definite course of study in principles, and hence, with little real results.

Methods of teaching should be as logical and direct as possible, and with all the unnecessary machinery eliminated. In the progress of method work in teaching music in public schools there has arisen a large number of questionable devices; machinery is perhaps the better term. Not long ago an assembly of eighth grades in a city of considerable size in New England was observed at work in singing some part-songs. The assembly of big boys and girls were obliged to stand holding a song book in the left hand and wig-wagging time, or rather beats, with the right hand more or less energetically. It is to be feared that this was done with a very small amount of energy on the part of the big overgrown boys in the class, who appeared awkward and exceedingly self-conscious during the exercise. There are still many places where it is deemed necessary to accompany singing with beating time by the hand on the part of the performer. Why it is necessary for children in school to do this and not necessary for others has never been explained. If a student can indicate with the hand four steady and regular beats it means that the motors of the brain have been trained to execute this element of time through the hand, and if the brain has been trained to execute this principle of time it can be exercised as well by the voice as by the hand; and while it is best not to attempt to teach two things at once, it would seem that vocal utterance of this time problem would suffice.

There are many places where children are taught music by the aid of a piano or by the teacher or supervisor singing with the pupils. These things are disastrous in attempts to secure power from the pupils in sight reading.

Then again, there are the old customs of rote song methods in teaching the upper grammar grades which still prevail to a

large extent in our country. I mean that kind of teaching of songs which requires that with the aid of a teacher or a piano, or both, the pupils singing soprano shall sing laboriously through their music, stumbling over difficulties and repeating this process a sufficient number of times until their part has been memorized. Then similar attempts are made with the alto part and with the tenor part, and finally, after a large amount of time has been spent in this endeavor, the three or four parts are finally put together. Such kind of work is extremely monotonous to the pupil, prevents him from exercising any power which he may have or of developing the power that he should have, and the very monotony of the work stultifies all the art that there is in the music. After an exercise of this kind has been carried out the pupil is apt to say that he is sick of the music; and perhaps this is not to be wondered at.

A high standard of sight reading ability can never be secured by any such methods. There should be individual attention given to sight reading, and in attempting the reading of part songs even for the first time, there should never be the necessity of the trying of individual parts except in extreme cases. So long as rote song methods, such as those described above, prevail the standard of art will necessarily be low.

The music of greater character and emotional content is often fraught with difficulties of a considerable degree, and this music can only be mastered through expert sight reading ability; hence, the musical appreciation on the part of the pupils is largely circumscribed by their power in sight reading.

The proper presentation of music in grammar schools will result in real musicianship on the part of the greater number of students, but without the thorough teaching of fundamental principles and expert reading ability there will be no high result in the standard of the art; for it must be borne in mind that there can be no artistic freedom until the form has been mastered.

One of the most troublesome problems engaging the attention of the music teachers in the public schools is that of the so-called

monotone, the pupil who has been born short; in other words, who has a deficient sense of hearing. To speak of having no voice for music, as is frequently heard, is an erroneous statement. The trouble with all such people is a deficient sense of hearing. No great amount of trouble will be experienced in developing this sense if started in infancy. In more mature years, after the sense has become dulled, it is trained with very much greater difficulty. Individual attention should be given to ear training among these pupils in the kindergarten and first primary grades. If they are properly taught the difficulty will be removed by the second or third year in grammar schools. The teacher should never be moved to give up cases of this character as hopeless, for any child with common intelligence and not afflicted with deafness can be taught to sing.

Attention should be given to voice training to the end that the vehicle of expression may be as beautiful as possible. The bearing of voice training upon the subject of music teaching in public schools should occupy a somewhat similar place to that of elocution toward English teaching. It is not expected that the public school system will turn out a high degree of results in voice training with the limited time at the disposal of the music teacher. Attention should rather be given to fostering and conserving the natural tone of the child voice.

Children in the first five or six grades of the grammar schools, boys and girls, have a uniform compass and voices of similar character. All the voices of children possess two qualities of tone called "head tone" and "chest tone." The tones in both registers should be developed, and hence the erroneous policy of assigning boys to sing alto parts constantly. In these lower grades there should be a constant interchange of parts, that both head tone and chest tone may be developed. Much of the bad tone quality arising in public schools comes from a perverted use of vowel sounds. Poor tone quality may also arise from harsh and too strident singing, especially where pupils are allowed to force chest tones upwards.

The more troublesome problem of boys' training is experi-

enced during the adolescent period. During this period the chest tones in the boys' voices become gradually lower in pitch and of a somewhat restricted compass. There is no danger whatsoever in boys' singing during this period if they are not forced out of their compass. There should be a careful arrangement of song material for these grades, that the boys' parts may adapt themselves to the compass of the boys' voices. In the upper grammar grades the range of the boys' voices is from F or E below middle C, to F or G above middle C. In comparing this compass with the compasses of the various voices for the ordinary four-part singing, it will be noted that it conforms most nearly to the ordinary tenor range. The boys' voices are not to be confounded with the mature tenor; they are alto tenors. And yet, for school singing, they may be assigned to tenor parts; hence it is that in the upper grammar grades for four-part singing, the girls carry soprano and alto, the changing voices among the boys carrying the tenor part and the changed voices the bass. This same part arrangement is carried out in high schools.

In approaching the third phase of music work the elements of interpretation should be studied—namely, speed, dynamics, the attack and release, phrasing, enunciation and some attempt to appreciate, if not to analyze, the emotional content of the music. Children find much pleasure in upper grammar grades, and particularly in high schools in following a conductor in the attempt to secure interpretation of music.

There are few subjects in the school curriculum which deal directly with emotion. This is the particular province of music. It should be the business of music teaching to awaken, stimulate and foster emotional development. As in all spiritual things, it is difficult to measure the results in emotional training; and yet it is possible to secure results which have a tremendous influence upon character through the emotion of music.

There should be the teaching in the grammar schools and more specialized training in high schools of those things which will lead to an intelligent appreciation of the greatest things in music. The lives of the great composers should be studied.

There should be training in musical form. There should be some teaching regarding the orchestra and orchestral instruments toward a better appreciation of music which the children may hear in concert. The song singing period in the upper grammar grades and in the high school, if properly carried on with the proper kind of music, should produce results along the following lines: practice in sight reading; voice training; ear training; knowledge and appreciation of great works of art.

If all of these departments which have been discussed are properly and adequately carried out results will be secured in all of the departments outlined at the outset, and the life of the communities where this work is carried on will be happier and more cultured.

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### **Entrance Requirements in Music \***

What requirements should the colleges of North Carolina have for entrance to the Freshman Music Class? In looking over the catalogues of the colleges of North Carolina one is immediately bewildered by the difference in nomenclature used by their music departments. We read of Freshman Grade, Freshman Year, and Freshman Course, so it would seem perhaps to be especially fitting that this paper should use still another word: Freshman Class.

It is with real interest that I have examined the catalogues of twenty-one colleges in our State to see what their music departments were offering. It seems that the musical activities of our State University, Davidson, Trinity, Wake Forest, and A. and M. are limited to glee club and orchestral work, with occasional concerts by visiting artists.

In giving requirements at the following colleges, in order to save time and space, the piano departments were chosen for record, as having more pupils than those in voice and violin:

Chowan offers six courses in piano, A, giving fundamental

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\* Address delivered by H. A. Shirley before the Music Teachers' Association of North Carolina, Greensboro, Thursday afternoon, November 28, 1912.

work; B, a grade higher, and courses one, two, three, and four, presenting various studies and pieces by classic and modern composers.

Claremont has five courses, the fourth one corresponding to the usual Freshman requirements, with Theory, Harmony, and History on the schedule.

At Davenport, a general outline is given for an Elementary and Preparatory Course, a Normal Course, and an Advanced and Artist Course.

Elon has five grades.

Elizabeth gives five grades, the grade approximating to Freshman, requiring Theory of Music.

Greensboro Female College offers four grades, with a list of each required study and piece throughout each grade.

Guilford gives Preparatory, Freshman, Sophomore, Junior, and Senior courses, and makes a point of memorizing from the beginning.

Presbyterian, at Charlotte, gives Preparatory, Sub-Freshman, Freshman, Sophomore, Junior, and Senior courses, with obligatory study of Musical Knowledge and Theoretical Music in Freshman Course.

Linwood has Freshman, Sophomore, Junior, and Senior year's work, the Freshman year being for pupils beginning the study of piano.

At Meredith, anyone wishing to enter the Freshman music course must have completed ten units of the entrance requirements for the A.B. course. Freshman, Sophomore, Junior, Senior, and Graduate courses are given, with an especially good outline of theoretical and college studies, which must accompany the musical work. In the Freshman year, History of Music, Introductory Harmony and Ear Training, Theory, Ensemble Playing and English are required.\*

Oxford has preparatory work, followed by four courses, Theory and Sight Singing being required, with course two, which gives Heller's Studies and Bach's easier pieces.

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\*The Freshman Course presupposes at least three years of Preparatory Training.—  
EDITOR.



Rutherford simply announces a music department, without giving any details in regard to the work.

Salem gives a Preparatory Course, with Freshman, Sophomore, Junior and Senior grades, Sight Singing being required with Freshman grade.

Southern Presbyterian, at Red Springs, offers eight grades, the latter presenting post-graduate work. In Freshman grade, four hours of English, three hours of Bible, and three hours of French or German must be done.

The State Normal gives a four year course for Bachelor of Music, requiring in Freshman year three recitations per week in English, four in Latin, French, or German, four in Mathematics, three in Theory and Sight Singing, one in Ear Training, one in Chorus and three piano lessons.

Statesville has four grades, followed by Junior, Senior, and Post-graduate work. There are other colleges, but I can only speak of those whose catalogues I was able to see.

Let us now see by comparison what some of these music schools are doing in the way of piano studies in the so-called "Freshman Class." In selecting these lists the five schools quoted from were purposely those having advanced standards, there being such great differences amongst the others, that in some there was nothing in common with those chosen for quotation:

1. At Guilford we find Bach's Little Preludes, Czerny Op. 553, Le Couppey, Berens and Czerny-Germer.

2. Elizabeth gives Bach's Little Preludes, Czerny Op. 299, Berens Op. 61, Krause Op. 2 and Heller.

3. Meredith has Bach's Little Preludes, Czerny Op. 299, Krause Op. 2 and Heller.

4. Salem has Bach's Two-part Inventions, Czerny Op. 299, Berens Op. 61 and Heller Op. 45 and Op. 46.

5. Southern Presbyterian has Bach's Preludes and Inventions, Heller Op. 46, Lœschorn Op. 66, Book III, Hasert, Le Couppey, and Turner's octave studies.

As will be seen there is no one work that is common to all

five of these lists, although Bach's Little Preludes are found on four of them, Heller on four and Czerny's Op. 299 on three.

It is interesting to note that the colleges are giving an increasing amount of time to the theoretical side of music, Harmony and History of Music being required of all prospective graduates in nearly all of the colleges, several of them offering most excellent courses in these branches and in Counterpoint. Theory of Music would seem to have many meanings, varying with the individual teacher; however, several of the best theory courses are based on Elson's Theory, which may well become a model for others in the future.

At other meetings the importance of teaching sight singing in the public schools will be forcefully presented, and we should all give our strongest influence for this too much neglected side of our work in this State, which will mean so much to coming generations. May the day soon come when it shall hold a place in the curriculum of even the primary schools. Darwin says that man sang before he could speak; we should see that he is given the ability to read music as a child, and his whole life may be the happier for it.

There is also a real effort being made to require cultural studies along literary lines with musical work. The old days, when music alone was considered sufficient for a student, have passed away never to return. We realize now that the broader the education of the musician the wider will be his influence.

Why should the work of the smaller colleges be graded in such a way that their graduates in music come to us and graduate again after perhaps two years' further work? Why should our work be graded in such a way that our graduates go to some great musical center and there take two or more years to graduate? Why should not our State put its music on the same level as the best to be had anywhere?

I believe that we are all united in insisting that the preparatory work shall be thoroughly done; if we could band together and specify the technical work to be required from candidates for Freshman class as regards scales and their tempi, arpeggii,

chords, etc., it might give the army of preparatory teachers a more definite aim to work for and must necessarily have its influence on their work. Then if we insisted on candidates knowing the fundamental things about music, such as the construction of scales, the keys and signatures, definitions of the words of expression used in the music already studied, with some definite information about their composers, it would surely help towards what we really want to make, musicians rather than mere performers. Who has not been dismayed by receiving pupils who have studied everything under the sun but have not one intelligent idea in regard to any of it? Let the quality of the work determine the status of the applicant in every case, and let us frown on great numbers of studies learned as so many pages of notes but not mastered, either technically or musically.

If we could decide on uniform examinations for Freshmen, there are some colleges who would find defects of which they have not been aware.

Some schools might say that they are less concerned about uniform grading; that they would choose rather to serve the purposes for which they were founded and be maintained with low standards of admission than to undertake to raise these standards prematurely. With the raising of standards of music grades, there will come a general improvement in all the schools from which they draw students and the possibility of better and more thorough work in the schools to which they send their graduates.

It is not for one person to decide on the standardization of any grade, but I can not too strongly recommend that an effort be made by this organization for a uniform standard and one that shall enable our State to rank with any in the union. The teaching of music is of necessity so individual that there is little danger of too much uniformity.

Is it not possible for us to have a committee appointed to try to secure uniform grading in the schools of the State? There certainly is a great opportunity for just this line of work, and I believe untold good would result from careful, conscientious

work in this direction. Could not this committee confer with all of the colleges and get things shaped wherever coöperation is possible before the catalogues are printed next spring? If results were secured the Music Teachers' Association of the Teachers' Assembly would at once prove its right to existence, and we certainly hope that it is to thrive and be a real help and inspiration to the many music teachers of the State.

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## **Importance of Music in Early Training of the Child**

MRS. W. J. FERRELL.

The importance of music in the early training of the child should be of vital concern not simply to those interested in music especially, but to every one interested in children and their educational development.

If my audience is composed entirely of the profession, it may seem a subject almost unnecessary to discuss. We know that it is an important study, but we must also be quite sure that we can give the reasons for the beliefs that are in us; for the primary music teacher has a two-fold task—that of teaching the child, and in most cases the parents at the same time.

Every teacher of children realizes the importance of having the coöperation of the home. The success of our teaching largely depends upon this; for if the attitude of the parents toward the study of music was the same as it is toward the other studies of the school curriculum it would be a wonderful aid to our success.

How often mothers say to us, "I have brought my little girl to you. I am anxious that she shall play well. If you find that she is talented and is willing to practice, I shall continue her lessons; otherwise I do not want to waste the time and the money." What if she should say to the principal of the school, "I want my little girl to study arithmetic if you find she is especially gifted and is willing to work; if not, I shall have her drop it and spend the time on something else"? How absurd,

you say; yet that is precisely the statement made to hundreds of music teachers at the beginning of every school year.

That music is of *real importance* is not an established fact in the minds of the majority. There are reasons for this, of course; one among them, as in the case of this mother for instance, is that they do not see that their own music study of five or six years has been of any benefit to them. Imperfect though their teaching may have been, can they be quite sure that the time was altogether wasted?

How many who have studied Latin four or five years during their school life can read a paragraph of Cæsar or Cicero? How many who have studied mathematics for eight or ten years would be willing to come to the front and work out some algebraic or geometrical problems? Can we say that the time spent on these studies has been wasted because we can not do this?

Music is considered by many as only an elegant accomplishment, a good thing to possess if it comes naturally, but in no way essential; in fact there are those who regard themselves as mentally stronger without it than with it.

Herodotus, I believe, tells us that when Cyrus, king of Persia, conquered the Lydians he enforced upon them feminine attire and playing upon the harp, in order that their minds might be softened and deprived of all energy for revolt.

In the first part of this century, one of the Prime Ministers of Austria, in his effort to fix the paralyzing tyranny of the house of Hapsburg more firmly upon his subjects, encouraged the study of music and poetry, so that the minds of the youths might be turned away from politics and other dangerous speculations and charmed into a world of dreams and inaction. Novelists have done much to extend this derogatory notion of music. From Balzac's Cousin Pons to Dickens' Tom Pinch, the musical character is a soft headed enthusiast, incapable of asserting himself; an object of more or less contempt from the more vigorous natures with which he comes in contact.

These notions come only from a perversion of music's true

function. Her sphere is a higher one than mere sense gratification, her mission is more intellectual, more divine.

Practical unmusical America is beginning to see this. It is a striking fact that in the educational progress of our day the best minds are being convinced of the inestimable value of music as a factor in liberal education.

The President of Yale specifies instrumental music as one of the things that every young man and every young woman should know. We are getting back to the view of the Greeks, when the highest intelligence the world has ever seen made music indispensable in the training of youth.

The establishment of departments of music in colleges for men as well as colleges for women is a sign that our highest institutions of learning are rising to an estimate of the importance of music that has long prevailed in the schools of Europe.

President Stanley Hall, of Clark University, says that musical culture in its large sense is the most liberal and humanistic of all studies, perhaps not even excepting literature. Then from this it follows that there is no subject, not one in the high school and college curriculum, that should be taken by so large a proportion of students. Almost every young man and maiden should do something with it.

What is the real mission of education? Is it not to do for children as a whole what they will find, all in all, beneficial through life, not simply in business, not simply in earning a living, but in work, and in play, in the house and in society, in the using of money as well as in the getting of it, in enjoying life, as well as in being able to live, in getting genuine pleasure out of others, in giving pleasure to others and in keeping youths and adults from going wrong physically, mentally, and morally? Music plays a large part in this kind of education.

I want to make a plea just here for better equipped elementary teachers. It is the crying need not only of North Carolina but of this country. There are too many scattered all over the land who are trying to teach children, not because they are espe-

cially trained for this work and love it, but who through lack of training are incapable of doing more advanced work.

No teacher needs to be better equipped than the elementary teacher; not only this, but the successful teacher of children must have either natural or acquired ability to adapt themselves to the needs of children. These two qualifications of equipment and adaptability make the elementary teacher a rare person, who at present is not receiving just remuneration either in appreciation or money.

In the first place the preparatory teacher must know and feel the dignity of her position. There is no higher place in the profession than that filled by the elementary teacher. The advanced teacher's work is important, of course, but is almost wholly dependent upon the work of the elementary teacher; therefore, it does not take a very discriminating mind to judge which of the two is the more important.

In our study of music we were started at the wrong end. We were placed at the piano, told a little about the notes, the time and the keyboard, and required to play a study without any further preparation, trusting to Heaven born genius to make the result bearable. You remember you were called upon to do five different things at one time, when each one alone required careful, systematic training, before any satisfactory attempt could be made to combine them. The ear, an all important organ in music, was taken no account of whatever.

Modern educational methods have led genuine music instructors a great way from the old system; but we are still on a long journey towards the ideal, with unending stretches before us.

Order is Heaven's first law, and in the teaching of no subject should this divine law be more scrupulously observed than in music. The pedagogical principle of beginning at the point of contact and leading from the known to the unknown has been woefully disregarded in musical training.

When should music enter the child's life, not as a study, but

as a factor in its development? I should say when the child is in the nursery. Every mother should be able to help her little ones to express themselves through song. Truths may be taught more easily through the medium of song than any other.

There should be more singing in the homes and in the schools. Its influence upon the emotions and character is great, and logically precedes any mental discipline.

Mr. Winship says that no teaching of history will ever do for patriotic sentiment what one daily song can do. The only thing that will keep Canada from joining the United States is the fact that every child has sung "God Save the King" every school day of its life. It has closed every school day known to a Canadian.

This power of song is forceful because it reaches, as some one has said, the inmost center of us, where truth abides in fullness, and there arouses the essence of the child; and if it is presented correctly it quickens the mainsprings of action. It has the power to formulate the motives of life.

These first songs, taught in the nursery and the first years of the child's school life, should touch his experiences. Words that he can understand, associated with music that means something, will help the child to an understanding of the music itself—music without the words. Should every child study music, even the so-called unusual child? I should unhesitatingly answer *yes*. Is it necessary? Unquestionably so if we mean its symmetrical development.

As soon as the child can read, the study of music should begin, being one of the daily lessons, just as reading, writing and arithmetic are taught, occupying at least a half hour every day.

The public schools should properly do this early training, but in most towns and cities of the South the music of the public schools is inadequate to meet the needs. The time is coming when every public school teacher must know the rudiments of music and be able to sing. This is now the case in some of our large northern and western cities.

We know that in France and Germany the teacher must not



only know the rudiments of music but must play either the violin or piano. Until this happy day shall dawn what should be done by the public schools must be done by the private teacher or the music school. It is not enough that the children should sing; they must know what they sing and how.

But whether the public school or the private teacher furnish the instruction, the same logical order should be observed: First, listening to music as music, to the songs which they shall sing themselves, to the songs and instrumental compositions that shall be sung and played for them;—then to the tones of which the musical stories are made. To teach the child to think tones is necessary in musical training. We know that it is quite possible for a child to think words and even sentences without uttering a sound, and in much the same way the child may become a tone thinker. Children are taught in this way to be sensitive to the music around them. The world is full of music if we will only listen. And this power to listen opens up a new fountain of real joy that will enrich the child's whole life.

Rhythm is the basis of music. Without it there is no music. Some children possess this sense of rhythm in a marked degree, while others seem quite deficient. But it must be inculcated in the child mentally and physically in some way. Perhaps the most effective method at first is through action songs, clapping, marching, etc.

This leads me to say that I believe it is very important that this early training should be given in class. A child naturally loves company, and the stimulating influence of other children is helpful and enjoyable.

Now, the child is shown the pictures of tones and made acquainted with the written language of music and the study of the instrument begins. From the beginning of the child's study hand position and muscular control has received some attention, for the technical or mechanical part is the most difficult thing for him to grasp. This requires much thought and painstaking effort.

As a means of developing concentration at an early stage, Mr.

Faelten, of Boston, says he does not know of any more effective work than to teach the elements of music with the pianoforte. Such work occupies simultaneously the senses of hearing, seeing, touching, educates the memory, develops presence of mind and lays a solid foundation for combining mental and physical alertness. To grasp quickly and put into practice certain principles of music requires the power of reasoning and judgment.

A well established principle of teaching is never to tell a child anything that he may discover for himself, but simply lead him to the discovery. This is well illustrated in the teaching of scales, chord formation, transposition, etc.

Mr. Porter, the director of the Normal Department of the New England Conservatory, says that music has as much or more to do with the formation of character than many of the studies thought so necessary in the school curriculum.

"Certainly the hand can never execute anything higher than the character can inspire," says Emerson.

In my experience I have found that more music students fail to accomplish something worth while through the lack of some trait of character than from a lack of musical ability. No one is given a better opportunity for detecting habits of mind and traits of character than the music teacher; for music, like the flower, draws its strength, its beauty, its perfection from the roots, the roots of the mind and soul.

To the discerning teacher, the pupil's receptive, retentive and creative powers, and also the child's integrity, courage, perseverance, thoroughness and obedience lie like an open book. Music unquestionably aids in strengthening these qualities of mind and character, and for this reason is worthy of our best efforts.

The following is an extract taken from an address delivered before the National Education Convention by Mr. Winship, who is the editor of the *Boston Educational Journal*, and not a professional musician:

"Music rightly taught does more for mental development than

the mystic symbols of algebra or the planting of Greek roots in brain soil.

"Music is the most exact science, the most nearly fathomless philosophy, the most exhaustless psychology, the most brilliant art.

"The public school has as a phase of its mission to teach the possibilities of music, to teach the Psalms of Israel, of the masters and masterpieces. It is a crime against heaven and earth to teach of the warriors and their triumphs through courage and not to teach of men like Handel and Haydn, Mendelssohn, Beethoven, Mozart and Wagner, the story of whose lives is more fascinating than that of Xenophon or Cæsar.

"Music is the noblest inspiration. It comes nearest crossing the threshold of eternity. For music the very gate of Heaven stands ajar.

"There is no occasion to be less accurate or rapid in number work, to read less intelligently or write less distinctly in order for music to make us more devout, more patriotic, more intellectual, more inspired in our love for man and our adoration of Jehovah."

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### **Music in the Schools of Hartford \***

It has been exceedingly interesting to hear of the conditions for music work from so many places in North Carolina. I am very glad to accede to the request of your Chairman to define the conditions for music as they exist in the schools of Hartford, Connecticut, and to give you some idea of the results that are being attained in this subject in public education.

I am quite sure that there should be no comparison between the conditions for music work as they exist in New England with those in this State, for music has been taught systematically in the schools of New England—especially in the larger centers of population—for upwards of fifty years and in some places for a still longer period. Music has come to be accepted as a subject for regular teaching in all the schools—as much so as arithmetic or geography—and thus the music teachers are not required to conduct campaigns of propaganda in behalf of the subject. Of course, from time to time, individual cases arise

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\*Address delivered by Ralph L. Baldwin before the Music Section of the State Teachers' Assembly, Greensboro, N. C., Thursday morning, November 28, 1912.

where parents request the school authorities that their children be excused from the study of music, but these requests are met with the same response that would be given to a similar request in arithmetic or any other subject—namely, so long as music is a part of the regular grammar school curriculum, it will be necessary for every student to pursue this study.

Music is taught systematically and thoroughly in all grammar schools of the city under supervisors of music. The work is carried out under the direction of the Supervisor by all the grade teachers. It is expected that the grade teachers will have knowledge of the subject matter and method of teaching music as in any other subject. Music is presented under a well defined course of study, and it is expected that the grade teachers will know the course of study in music as well as in any other subject. All the fundamental principles of music are thoroughly taught, and special stress is laid upon results in sight reading.

Four phases of work are developed—sight reading (which includes a mastery of all the fundamental principles), voice training, interpretation and theoretical study, the latter embracing biography and musical form.

The phase of sight reading calls into play the intellectual values of the subject. The standard of sight reading ability is very high, even in the grammar schools, and is secured in part through individual sight reading—that is to say, individual recitations are required in music reading as in English reading. The standard of art produced in schools being largely dependent upon the ability of the pupils to read, the standard of art in Hartford schools is high and a splendid class of song material is used.

Some attention is given to voice training, dependent largely upon the needs as they exist in various classes. Every grade is expected to give some attention to interpretation of as good songs as can be secured. Results in interpretation are secured in the first three grades by rote song methods. Above the third grade the children are expected to have sight reading ability enough to

learn their songs for the purpose of interpretation by reading them.

In the upper grades especial attention is given to the lives of the famous composers and their works, and interest in this department of study is quickened by the production of some of the music of these masters. Attention is also given to the teaching of musical form, and in many of the schools the stories of the operas and oratorios are studied. Much of this work is correlated with English. The time allotted to music in the grammar schools of the city is sixty to ninety minutes per week, minimum and maximum.

As a result of the instruction in music in the schools, the music in the homes of the people has materially improved in standard, and even the school children of the grammar school age attending concerts bring to them an intelligent appreciation.

The effect of the music teaching in the schools is quite clearly shown by the fact that as the result of a recent investigation it was found that 27 per cent of all the pupils of the grammar schools in the city have pursued a course in music instruction under outside private teachers of at least a year or more; also that 57 per cent of the high school pupils have pursued like courses of study. A rough estimate of the cost of this instruction based upon forty lessons a year at 50 cents per lesson amounts to over \$82,000.

In the large high school of the city, which enrolls over two thousand students, chorus singing is obligatory for the Freshman class, numbering eight hundred in one chorus, and one period a week of about forty minutes is devoted to choral work. Chorus singing is elective for the three upper classes, and this chorus numbers precisely four hundred. One period a week is also devoted to this work.

During the early part of the year four-part songs of a high standard are used, and for the Senior chorus, during the latter part of the year, the time is devoted to the study of some choral masterpiece. This work is produced at an annual concert in the spring, given in one of the largest halls of the city with a large

orchestra and usually outside soloists; but occasionally the solo parts have been taken by members of the school.

In recent years the following works have been given by the school chorus: Cowen's "Rose Maiden"; Bennett's "May Queen"; Haydn's "The Creation"; Mendelssohn's "Hymn of Praise"; Gade's "Crusaders"; Mendelssohn's "Elijah"; Coleridge Taylor's "Hiawatha's Wedding Feast" and "The Death of Minnehaha."

In the preparation of these works the pupils of the school are able to read the choruses in four parts without resorting to the usual expedient of learning voice parts separately. The "Elijah" was prepared for concert production in eighteen regular periods, and the Coleridge Taylor works were prepared for concert last spring in fifteen regular periods.

This year an elective course in Harmony, open to the pupils of the Junior and Senior classes, has been offered in the high school. Two recitations a week are held, and the work is given credit equal to any other subject, recitation for recitation. Beginning next year, a course in music appreciation will also be offered. There are also two glee clubs in the school—one for the girls, numbering thirty-nine, and one for the boys, numbering forty. Places on these glee clubs are secured by competitive examinations, the examinations consisting of voice trial and sight reading. An annual concert is given by the two clubs, and some years they appear in concert more than once. School credit toward graduation is allowed for chorus and glee club.

The results of all this music work have a splendid influence upon the life of the community, and it is reckoned in our city as being a valuable civic asset.

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### **College Entrance Credit in Music**

The following facts regarding College Entrance Credit in Music were gathered, in 1910, by a committee of the Eastern Educational Music Conference, an organization of collegiate teachers of music, with invited secondary teachers of music.

They relate only to the northeastern section of the country, in which the Conference is located.

In New England, New York and New Jersey there are 47 Colleges, (Agricultural, Mechanical and Theological institutions are excluded, as being outside the scope of these statistics). Approximately 50 per cent of these colleges grant credit for the study of music in courses leading to the degree of Bachelor of Arts, or its equivalent. Of the 47 colleges, 9 (i. e., about 20 per cent of all) grant entrance credit in Music to students about to become candidates for the degree of Bachelor of Arts, or its equivalent. These colleges are: Amherst, Barnard, Boston University, Columbia University, Harvard University, Mt. Holyoke, Radcliffe, Smith, and Tufts.

Of these 9 colleges, 4 grant entrance credit in Musical Appreciation, 9 in Harmony, 5 in Counterpoint, 3 each in Pianoforte, Voice, and Violin, and 1 in Organ or violoncello. There are no restrictions governing the presentation of music as an entrance subject, excepting that (1) at Mt. Holyoke College it can be presented only in lieu of a third language (i. e., French or German), and (2) at all colleges where entrance credit is allowed for "practical music," (i. e., Pianoforte, Voice, Violin, Organ, or Violoncello) the student is required to pass a complementary test in Rudiments and Elementary Harmony, as prescribed in the statement of requirements adopted by the College Entrance Examination Board.

In all 9 colleges the detailed statement of the entrance requirements in the various branches of music is identical with that adopted, in 1906, by the College Entrance Examination Board. This statement is included for reference in the present bulletin (see below).

The proportion of credit that may be obtained in music varies in the different colleges, from 7 per cent to 15 per cent of the total requirement for admission.

Of the 9 colleges mentioned, 1 has granted entrance credit in music since 1903, 3 since 1904, 2 since 1905, 1 since 1906, and 2 since 1908. In all, about 125 students have already received

entrance credit in Music in the course leading to the degree of Bachelor of Arts, or its equivalent. In addition, about 125 applicants have been refused such credit. The fact that only about 50 per cent of the applicants for entrance credit in music have been successful in obtaining it, shows a disposition on the part of collegiate instructors in music to insist on a substantial acquirement in music, before academic credit is allowed to the student.

Some detailed facts regarding each of the 9 colleges granting entrance credit in music are outlined below. Further information can be obtained by correspondence with the colleges concerned.

AMHERST COLLEGE—Entrance credit in Harmony only; maximum credit in music, 1 point in a total of 14 required for admission.

BARNARD COLLEGE—Entrance credit in Musical Appreciation or Harmony; maximum credit in music, 1 point in a total of 14½ required for admission.

BOSTON UNIVERSITY—Entrance credit in Harmony and Counterpoint; maximum credit in music, 2 points in a total of 16 required for admission.

COLUMBIA UNIVERSITY—Entrance credit in Musical Appreciation or Harmony; maximum credit in music, 1 point in a total of 14½ required for admission.

HARVARD UNIVERSITY—Entrance credit in Harmony and Counterpoint; maximum credit in music, 4 points in a total of 26 required for admission. These regulations may be modified somewhat under a new plan of entrance requirements now (February, 1911) under consideration.

MT. HOLYOKE COLLEGE—Entrance credit in Musical Appreciation, Harmony, Counterpoint, Pianoforte, Voice, or Violin; maximum credit in music, 1 unit in a total of 15 required for admission, provided music be presented in lieu of French or German.

RADCLIFFE COLLEGE—Entrance credit in Harmony and Counterpoint; maximum credit in music, 4 points in a total of 26 required for admission.

SMITH COLLEGE—Entrance credit in Harmony, Pianoforte, Voice, Violin, Organ, or Violoncello; maximum credit in music, 1 point in a total of 14½ required for admission.

TUFTS COLLEGE—Entrance credit in Musical Appreciation, Harmony, Counterpoint, Pianoforte, Voice, or Violin; maximum credit in music, 2 points in a total of 15 required for admission.



## Statement of Entrance Requirements in Music

Prepared by a joint committee representing the Eastern Educational Music Conference and the New England Education League, and adopted by the College Entrance Examination Board at its meeting April 21, 1906,

## A—MUSICAL APPRECIATION.

The examination will be adapted to the attainment of those who have had one year's systematic training, with three lessons a week\* or its equivalent. The candidate is expected to have

(1) A general knowledge of the principal musical forms—song, classic dance, fugue, sonata (all movements), symphony—and of their historical development;

(2) a general knowledge of the lives and environment of at least ten composers, including Bach, Mozart, Beethoven, Schubert, Chopin, and five of the following: Purcell, Handel, Gluck, Haydn, Cherubini, Weber, Rossini, Glinka, Mendelssohn, Schumann, Wagner, Verdi;

(3) familiarity with certain designated works. The works set are:

*Bach*—Prelude I and Fugue I from The Well-Tempered Clavichord; Gavotte from Sixth Violoncello Suite.

*Handel*—Air with Variations ("The Harmonious Blacksmith").

*Haydn*—Largo from String Quartet (op. 74, No. 3).

*Mozart*—Overture to "The Magic Flute." Symphony in G Minor (entire).

*Beethoven*—Sonate Pathétique (op. 13, entire). Larghetto from Second Symphony. Allegro con Brio from Fifth Symphony.

*Weber*—Overture to "Der Freischütz."

*Schubert*—Moment Musical in F. Minor (op. 94, No. 3). Song, "The Erl-King." Song, "Hark, Hark, the Lark."

*Mendelssohn*—Scherzo from "Midsummer Night's Dream." "Spinning Song" (op. 67, No. 4).

*Chopin*—Polonaise (op. 40, No. 1). Nocturne (op. 37, No. 2).

*Schumann*—"Aufschwung" (op. 12, No. 2). Song, "Im wunderschönen Monat Mai."

*Wagner*—Overture to "Tannhäuser." Siegfried's Funeral March, from "Götterdämmerung."

The College Entrance Examination Board will assign a rating on the written examination covering (1) and (2), upon the basis of which the college or university concerned will record a "provisional pass" or a "failure." A candidate who receives a "provisional pass" must take the examination in (3) at the institu-

\* Each lesson is supposed to occupy one hour.

tion which he elects to enter. In this latter examination the candidate will be expected to identify characteristic portions of the works set, when played by the examiner; and to give intelligent information concerning the form and character of the works themselves. The test will not require ability to perform, nor to read from printed music.

#### B—HARMONY.†

The examination will be adapted to the proficiency of those who have had one year's systematic training, with three lessons a week\*, or its equivalent. The candidate should have acquired

(1) The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass—these melodies will require a knowledge of triads and inversions, of diatonic seventh chords and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly-related keys;

(2) analytical knowledge of ninth chords, all non-harmonic tones, and altered chords (including augmented chords). [Students are encouraged to apply this knowledge in their harmonization.]

It is urgently recommended that systematic ear-training (as to interval, melody, and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals and staff notation, including the terms and expression marks in common use.

#### C—COUNTERPOINT.†

The examination will be adapted to the proficiency of those who, having completed a year's study of Harmony, have also studied Counterpoint in a systematic course of three lessons a week\* through one school year. The candidate should have had training in pianoforte playing sufficient to enable him to render the Two-part Inventions of Bach. The year's work should

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\*Each lesson is supposed to occupy one hour.

†The examinations in Harmony and Counterpoint will consist only of written tests; there will be no test in performance.

consist principally of written exercises on given or invented themes, as follows:

Chorals and melodies harmonized, with use of passing and ornamental tones; the several orders of Counterpoint in two, three, and four voices, with and without *cantus firmus*; elementary practice in Double Counterpoint; Imitative Counterpoint in the style of the simpler Two-Part and Three-Part Inventions and Choral Preludes of Bach; general analytical study of contrapuntal compositions of larger scope, including detailed analysis (both as to harmonic scheme and as to contrapuntal treatment) of not less than ten pages from at least four fugues of Bach's Well-Tempered Clavichord.

There should be some practice with the C clef in reading and in writing. Familiarity with the alto and tenor clefs is especially desirable.

D—PIANOFORTE.

E—VOICE.

F—VIOLIN.

The examination in each of these subjects will consist of a test in theory, and a test in performance. The former will be conducted in writing, and will be adapted to the proficiency of those who have had one year's systematic training, with one lesson a week\*, or its equivalent. The candidate should have acquired:

A knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression marks in common use; the ability to analyze the harmony and form of hymn-tunes and simplest pieces for the pianoforte, involving triads and the dominant seventh chord and their inversions, passing tones, and modulation to nearly-related keys; the ability to harmonize, on paper, in four vocal parts, melodic fragments involving the use of triads and the dominant seventh chord and their inversions, in major keys.

The College Entrance Examination Board will assign a rating on the written test, upon the basis of which the college or university concerned will record a "provisional pass" or a "failure." A candidate who receives a "provisional pass" must take the test in performance at the institution which he elects to enter.

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\* Each lesson is supposed to occupy one hour.

Information concerning this test (which will include a requirement in ear-training) can be secured from that institution.

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## **Music in High Schools**

### **The Present Status in New England, New York and New Jersey**

This report is the result of an investigation of the present status of music in the high schools of New England, New York, and New Jersey, the field covered by the Eastern Educational Music Conference. The investigation was conducted by Messrs. McConathy and Baldwin, acting as a subcommittee for the committee on publication, which consists of the following members of the Conference: Leonard B. McWhood, Drew Theological Seminary, Madison, N. J.; Leo R. Lewis, Tufts College, Mass.; George C. Gow, Vassar College, Poughkeepsie, N. Y.; Osbourne McConathy, Chelsea, Mass.; and Ralph L. Baldwin, Hartford, Conn. The statistics were gathered by Osbourne McConathy. The report was prepared by Ralph L. Baldwin and presented to the Eastern Educational Music Conference on December 2, 1911.

The questions were as follows:

#### **I. CHORAL AND ORCHESTRAL MUSIC.**

1. How much time per week is devoted to chorus singing?
2. Is chorus singing compulsory or elective?
3. How many pupils belong to the chorus?
4. Does the chorus appear in concerts or recitals?
5. By reference to some music used, indicate the standard.
6. Is chorus conducted by School Music Supervisor, by special music teacher, or by some member of the regular school faculty?
7. *a.* Boys' Glee Club: Number of voices.  
*b.* Weekly time for rehearsal.
8. *a.* Girls' Glee Club: Number of voices.  
*b.* Weekly time for rehearsal.
9. *a.* Glee Club Mixed Voices: Number of voices.  
*b.* Weekly time for rehearsal.
10. By whom is this work conducted?
11. *a.* Orchestra: Number of instruments.  
*b.* Weekly time for rehearsal.
12. By whom is this work conducted?
13. Is any of the above work credited towards a diploma?

14. If so, upon what basis? (Give number of hours or points required for promotion or graduation as well as number given as credit, in order that the proportion may be determined.)

## II. ELECTIVE ADVANCED COURSES IN MUSIC.

### A. HARMONY.

15. *a.* Length of course.  
*b.* Number of pupils taking the course.  
 16. *a.* Recitation hours per week.  
*b.* Basis of credit toward graduation.

### B. MUSIC APPRECIATION.

17. *a.* Length of course.  
*b.* Number of pupils taking the course.  
 18. *a.* Recitation hours per week.  
*b.* Basis of credit toward graduation.

### C. VOICE CULTURE.

19. *a.* Length of course.  
*b.* Number of pupils taking the course.  
 20. *a.* Recitation hours per week.  
*b.* Basis of credit toward graduation.

### D. OTHER THEORETICAL COURSES.

21. Name the courses and give information similar to that called for in the above courses.

## III. CREDIT FOR OUTSIDE STUDY.

22. Is instrumental or vocal study outside the school credited in the school?  
 23. What supervision does the school exercise over such study?  
 24. What is the basis of credit?

In the tables which follow are given, as succinctly as possible, what seem to be the more important statistics derived from about 300 replies to the questionnaire.

### GENERAL RESULTS.

	Maine.	N. H.	Vt.	Mass.	R. I.	Conn.	N. Y.	N. J.	Total.
Total schools addressed.....	94	40	45	194	16	75	138	77	679
Schools reporting .....	30	16	22	89	9	45	57	31	299
Schools reporting no music work .....	16	5	8	3	4	10	7	7	60
Schools reporting on such work .....	14	11	14	86	5	35	50	24	239

## VOCAL MUSIC—HIGH SCHOOL CHORUSES.

	Maine.	N. H.	Vt.	Mass.	R. I.	Conn.	N. Y.	N. J.	Total.
Schools reporting .....	14	11	14	86	5	35	50	24	239
Schools where choral work is									
elective .....	7	6	8	30	1	11	14	11	88
Schools where it is compulsory	7	5	6	56	7	24	36	13	151
Schools whose choruses appear									
in concert or recital.....	12	9	11	64	0	26	22	16	160
Schools whose choruses do not									
thus appear .....	2	2	3	22	5	9	28	8	79
Schools reaching first standard									
of choral work.....	0	3	0	28	0	6	9	1	47
Schools reaching second									
standard .....	6	6	8	44	2	15	31	13	125
Schools reaching third standard	8	2	6	14	3	14	10	10	67
Schools giving no credit for									
choral work .....	13	8	11	46	4	31	31	19	163
Schools giving such credit.....	1	3	3	40	1	4	19	5	76

The average weekly time devoted to choral work was forty-five minutes.

The total number of pupils enrolled in choruses was 63,997, the largest numbers being in New York (28,997) and in Massachusetts (19,434).

In the table above "first standard" refers to choruses singing entire oratorios or the larger secular cantatas, "second standard" refers to those singing relatively intricate part-songs and selected choruses from oratorios and operas, "third standard" refers to those singing only simpler part-songs and glees, hymn-tunes, patriotic songs, etc.

## VOCAL MUSIC—HIGH SCHOOL GLEE CLUBS.

	Maine.	N. H.	Vt.	Mass.	R. I.	Conn.	N. Y.	N. J.	Total.
Schools reporting .....	14	11	14	86	5	35	50	24	239
Schools with boys' glee clubs..	4	3	4	19	0	4	15	4	53
Schools with girls' glee clubs..	3	4	6	28	0	7	15	4	67
Schools with mixed glee clubs	2	0	2	8	1	4	12	7	36

The average weekly time of rehearsal was an hour.

The total number of pupils enrolled in boys' clubs was 1,122, in girls' clubs 2,207, and in mixed clubs 1,747.

No credit was allowed for glee club work in the schools reporting.

## INSTRUMENTAL MUSIC—HIGH SCHOOL ORCHESTRAS.

	Maine.	N. H.	Vt.	Mass.	R. I.	Conn.	N. Y.	N. J.	Total.
Schools reporting .....	14	11	14	86	5	35	50	24	239
Schools with orchestras.....	8	4	5	31	4	6	23	14	95
Pupils enrolled in orchestras..	63	27	50	412	54	79	419	172	1276
Supervisors conducting .....	5	2	1	18	4	3	16	6	55
Faculty members conducting...	1	2	2	7	0	2	4	7	25
Pupils conducting .....	2	0	2	6	0	1	3	1	15

The average weekly time devoted to rehearsal was one hour (two hours in Maine and Vermont), outside of school hours.

Only three schools reported credit for this work.

## ELECTIVE ADVANCED COURSES.

Of the 239 schools reporting, 18 offered Harmony, 6 offered Appreciation, 2 offered Voice Culture, and 6 allowed credit for outside music study—and under each head Massachusetts furnished half of the numbers.

The total number of pupils in Harmony was 318, in Appreciation 168, in Voice Culture 21.

Also, 11 schools offered preparatory courses in music for normal school candidates (8 of these in Mass.), and 11 schools (in N. Y.) offer the Regents' course in music rudiments.

In all these elective advanced courses credit is given toward graduation.

Some of the pertinent facts shown by the investigation seem to be:

1. The almost universal adoption of music in the secondary schools in the field covered by the investigation.
2. The vast number of pupils that are receiving practice and teaching in the subject.
3. The conspicuous place occupied by music in public exercises by the schools, the increasing number of public concerts and recitals, shown by the fact that 160 out of 239 schools reporting appear in public concerts or recitals.
4. The increasingly higher standard in choral work that is being secured.
5. The number of schools offering credit for chorus practice and for glee club work is on the increase. The report shows 76 schools out of 239 offering credit for chorus work. The basis of

credit is, on the average,  $\frac{1}{2}$  point where a prepared recitation receives 1 point.

6. The same degree of credit is allowed for harmony and music appreciation as for any other subject. In one school where voice culture is offered, one point credit is allowed for two recitation periods.

7. It is worthy of note that 18 schools report elective courses in harmony. It is somewhat surprising that the number offering courses in music appreciation is so small in comparison. These courses have been adopted in a number of high schools within the field of this investigation since the statistics were gathered. The liberal treatment of music in so many of the eastern colleges in crediting music upon entrance is having its effect upon the secondary schools. The introduction of voice culture and the crediting of outside instrumental study would follow in many high schools were these departments of music credited upon entrance in a larger number of colleges.

8. Attempts are being made in many high schools to give students going to normal schools special preparation in music.

The main substance of the above report appeared in the Proceedings of the M. T. N. A. for 1911.







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## Calendar

1913

JANUARY							APRIL							JULY							OCTOBER									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	4				1	2	3	4	5				1	2	3	4				1	2	3	4	
5	6	7	8	9	10	11		6	7	8	9	10	11	12		6	7	8	9	10	11	12		5	6	7	8	9	10	11
12	13	14	15	16	17	18		13	14	15	16	17	18	19		13	14	15	16	17	18	19		12	13	14	15	16	17	18
19	20	21	22	23	24	25		20	21	22	23	24	25	26		20	21	22	23	24	25	26		19	20	21	22	23	24	25
26	27	28	29	30	31			27	28	29	30					27	28	29	30	31				26	27	28	29	30	31	
FEBRUARY							MAY							AUGUST							NOVEMBER									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1						1	2	3						1	2						1			
2	3	4	5	6	7	8	4	5	6	7	8	9	10		3	4	5	6	7	8	9	2	3	4	5	6	7	8		
9	10	11	12	13	14	15	11	12	13	14	15	16	17		10	11	12	13	14	15	16	9	10	11	12	13	14	15		
16	17	18	19	20	21	22	18	19	20	21	22	23	24		17	18	19	20	21	22	23	16	17	18	19	20	21	22		
23	24	25	26	27	28		25	26	27	28	29	30	31		24	25	26	27	28	29	30	23	24	25	26	27	28	29		
														31								30								
MARCH							JUNE							SEPTEMBER							DECEMBER									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1	1	2	3	4	5	6	7	1	2	3	4	5	6											
2	3	4	5	6	7	8	8	9	10	11	12	13	14	7	8	9	10	11	12	13	7	8	9	10	11	12	13			
9	10	11	12	13	14	15	15	16	17	18	19	20	21	14	15	16	17	18	19	20	14	15	16	17	18	19	20			
16	17	18	19	20	21	22	22	23	24	25	26	27	28	21	22	23	24	25	26	27	21	22	23	24	25	26	27			
23	24	25	26	27	28	29	29	30						28	29	30					28	29	30	31						
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1914

JANUARY							APRIL							JULY							OCTOBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2	3					1	2	3	4					1	2	3					1	2	3
4	5	6	7	8	9	10	5	6	7	8	9	10	11	5	6	7	8	9	10	11	4	5	6	7	8	9	10	11	
11	12	13	14	15	16	17	12	13	14	15	16	17	18	12	13	14	15	16	17	18	11	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	19	20	21	22	23	24	25	19	20	21	22	23	24	25	18	19	20	21	22	23	24	25	
25	26	27	28	29	30	31	26	27	28	29	30			26	27	28	29	30	31	25	26	27	28	29	30	31			

FEBRUARY							MAY							AUGUST							NOVEMBER						
1	2	3	4	5	6	7	3	4	5	6	7	8	9	2	3	4	5	6	7	8	1	2	3	4	5	6	7
8	9	10	11	12	13	14	10	11	12	13	14	15	16	9	10	11	12	13	14	15	8	9	10	11	12	13	14
15	16	17	18	19	20	21	17	18	19	20	21	22	23	16	17	18	19	20	21	22	15	16	17	18	19	20	21
22	23	24	25	26	27	28	24	25	26	27	28	29	30	23	24	25	26	27	28	29	22	23	24	25	26	27	28
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MARCH							JUNE							SEPTEMBER							DECEMBER						
1	2	3	4	5	6	7	1	2	3	4	5	6	6	7	8	9	10	11	12	13	6	7	8	9	10	11	12
8	9	10	11	12	13	14	7	8	9	10	11	12	13	13	14	15	16	17	18	19	20	21	22	23	24	25	26
15	16	17	18	19	20	21	14	15	16	17	18	19	20	17	18	19	20	21	22	23	20	21	22	23	24	25	26
22	23	24	25	26	27	28	21	22	23	24	25	26	27	20	21	22	23	24	25	26	20	21	22	23	24	25	26
29	30	31					28	29	30					27	28	29	30				27	28	29	30	31		

## Calendar for the Year 1913-1914

Sept. 10. Wednesday	}	FIRST SEMESTER begins. Preliminary classification of new students.
11. Thursday		
Sept 12. Friday		MATRICULATION and REGISTRATION of incoming students.
Sept. 13. Saturday		LECTURES and CLASS WORK begin.
Sept. 27. Saturday		APPLICATIONS for degrees and diplomas for 1914 must be submitted to the Deans.
Nov. 27. Thursday		THANKSGIVING DAY; a holiday.
Dec. 19-Jan. 1.		CHRISTMAS RECESS.
Jan. 2. Friday		LECTURES and CLASS WORK begin.
Jan. 15-24.		FIRST SEMESTER EXAMINATIONS.
Jan. 24. Saturday		FIRST SEMESTER ends. Matriculation of students.
Jan. 27. Tuesday		MATRICULATION and REGISTRATION of students.
Jan. 28. Wednesday		LECTURES and CLASS WORK of second semester begin.
Feb. 5. Thursday		FOUNDERS' DAY; a holiday.
April 14.		TUESDAY AFTER EASTER; a holiday.
May 14-23.		SECOND SEMESTER EXAMINATIONS.
May 22		STUDENTS must submit to Deans their schedule of work for 1914-15.
May 24-26.		COMMENCEMENT.

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\*Arranged in order of rank and appointment.

†This includes only those members of the faculty offering work toward the A.B. degree.  
For the faculty of other Schools see pages 73, 83, 109.

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\*On leave of absence.

†Giving one or more courses toward the A.B. degree.

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\* .....

LIBRARIAN.

\* .....

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STEWARDESS FOR EAST BUILDING.

\* .....

HOUSEKEEPER.

MRS. OCTAVIA SCARBOROUGH NORWOOD,

NURSE.

SALLIE EMMA MARTIN,

STUDENT ASSISTANT IN PHYSICAL EDUCATION.

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\*Vacancy to be filled.

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*Executive.*—President Vann (*Chairman*), Miss Paschal, Dean Hagedorn, Professor Vann.

*Classification.*—Deans Boomhour and Hagedorn, with the Heads of Departments.

*Catalogue.*—Dean Boomhour (*Chairman*), Professors Smith, Vann, Miss Paschal.

*Lecture.*—President Vann (*Chairman*), Professors Colton, Freeman.

*Bulletin.*—President Vann (*Chairman*), Professors Colton, Loomis.

*Library.*—Dean Boomhour (*Chairman*), Professors Smith, Freeman.

*Athletics.*—Director Royster (*Chairman*), Professor Loomis, Instructor Thompson.

*Grounds.*—Professor Smith (*Chairman*), Miss Paschal, Mr. Ferrell.

*Public Ceremonies.*—Miss Paschal (*Chairman*), Dean Hagedorn, Professor Colton.

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## Officers of the Alumnae Association for 1912-1913

*President,* Blanche Josephine Barrus.....Raleigh, N. C.

*Vice-President,* Ruby Reid.....Wake Forest, N. C.

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*Treasurer,* Jennie Yancey Fleming.....Raleigh, N. C.

*Secretary of Meredith Clubs,* Lulie Dickson.....Charlotte, N. C.



## MEREDITH COLLEGE

### Foundation and Purpose

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It was formerly named *The Baptist University for Women*; but at their annual meeting in May, 1909, the trustees changed the name to *Meredith College*, in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

The College is trying to carry out the ideals of its founders in character-building as well as in scholarship. Its intention is to provide not only thorough instruction, but culture made perfect in the religion of Jesus Christ. Students are required to attend some church on Sunday morning, and to attend chapel exercises daily. The Christian type of womanly character is upheld, but special care is taken not to interfere with denominational preferences.

The policy of the College is to offer its advantages at cost. There are no profits or dividends; hence the expenses of stu-

dents are decidedly less than at some institutions of lower grade. An endowment and a loan fund are being gradually accumulated.

### Location

Meredith College is admirably located in Raleigh, the educational center of the State. The great number of schools and colleges is due not only to the broad educational interests centering in the State Capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is three hundred and sixty-five feet above sea level; thus it is favorably affected both by the climate of the sea coast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts. All of the Meredith College buildings are directly connected with the city system. The College itself is in the center of the city, near the Capitol, and only a few blocks from the State and Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle; churches of other leading denominations are also near. Among the many advantages of college life in the Capital City is the opportunity of attending meetings of the State Legislature, the annual meeting of the North Carolina Literary and Historical Association, and important public addresses by distinguished speakers in the new city Auditorium.

## Buildings

The College has at present five buildings: Main Building, Faircloth Hall, East Building, and two cottages.

The Main Building contains the chapel, classrooms, laboratories, library, art studio, living rooms, and dining room.

Faircloth Hall, which is an annex to the Main Building, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms, and the two society halls.

The East Building contains residence and dining rooms.

Each of these buildings is of brick, is lighted by electricity and heated by steam, and has bath rooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, and the wide halls, show ample provision for comfort and health.

The North and South Cottages are heated by stoves or grates, but in other respects are equipped like the other buildings. These two cottages, together with the East Building, and fifteen rooms of Faircloth Hall, are reserved for the girls who board in the East Building.

The regulations for the five buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the College year.

## Table Board

In the Main Building, table board may be had for sixty dollars a Semester. In the East Building the students, under the direction of an experienced housekeeper, do their own cooking and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this building is thus reduced to seven and a half dollars a school month, or thirty-three dollars and seventy-five cents

a Semester, and is payable every four weeks in advance. No money will be returned to any student who leaves during a month. This year one hundred and twenty students have taken their meals in the East Building.

### Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals and apparatus for individual work in Chemistry, Physics, and Biology.

The State Museum, to which additions are continually being made, is of much service to the Department of Science.

### Library

The library has been reclassified and reorganized under the direction of the secretary of the State Library Commission, making it easier for the students to work intelligently.

There are four thousand one hundred and forty-five volumes and three hundred and twenty-two pamphlets in the library: these have been carefully selected by the heads of departments. Forty magazines, twenty college magazines, and seventeen newspapers are regularly received.

The Olivia Raney Library, of over seven thousand volumes, and the State Library, of forty-two thousand volumes, are open to our students and are within three blocks of the college. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

## General Information

### Religious Life

All boarding students are required to attend the religious services which begin the work of each day and to attend Sunday School and church on Sunday mornings eighty-five per cent of the time, unless excused for special reasons.

The Young Women's Christian Association is the largest voluntary student organization in the College. The work and direction of this body are entirely under the management of the students. The faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night. The first meeting in each month is set apart for the subject of Missions. In addition, there is a short prayer meeting each morning.

Two Bible study and five Mission classes, under the direction of members of the faculty and students, are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of Mission work, both in the Home and Foreign fields. During the past year there has been a Student Volunteer Band of ten members. The Association is still aiding the Young Women's Association of the State in the support of Miss Lanneau, their missionary in Soochow, China. Miss Lanneau is a graduate of Meredith.

### Government

All regulations are framed with the view of limiting individual freedom only for the sake of moral security and of obtaining conditions for study. Any who are not willing to

acquiesce cheerfully in these considerations should not apply for admission.

The government is almost entirely in the hands of the students themselves, under a set of regulations submitted by the faculty and adopted by the Student Government Association. They have their own Executive Committee, which has the general oversight of the order and deportment of the students. Difficult cases are referred to a Faculty Advisory Committee. This system tends to promote honor and self-reliance.

### Physical Education

All students when entering College are required to pass a physical examination, with essential measurements, by the Resident Physician and Physical Director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the College grounds are courts for tennis, basketball, and archery; and a well equipped out-of-door gymnasium, with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars, and flying-rings.

Every student not a senior is required to exercise four *half hours a week* in the gymnasium, from October 1st to April 1st. While taking the prescribed work she must wear the regulation gymnasium suit. It is better and cheaper for the young women to procure their suits after reaching College. Regular exercise in the open air, in addition to the work in the gymnasium, of not less than *one-half hour* daily through the year is required of *every* young woman unless excused by the Resident Physician or Director. Students are credited in the physical and field work on the basis of faithfulness and punctuality.

The Athletic Committee of the Faculty, with the Physical Director, has control of all field sports.

A handsome silver loving cup is offered yearly to the best inter-class basketball team.

### Hygiene and Care of the Sick

Once a week during the year the Physician in charge lectures to the student body on General Hygiene and the Care of the Body. For six weeks in the second semester these lectures will embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The Physician in charge holds office hours at the College, at which time the students may consult her, upon all subjects of hygiene or relative to their personal health.

The general laws of health are enforced so far as possible. It is the purpose of the College Physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the Physician and nurse.

A trained nurse is employed by the College.

Under the direction of Mrs. Bessie Worthington Horn, and in honor of her mother, the Missionary Society of the Baptist Church of Wilson, North Carolina, has fitted up an infirmary in the Main Building.

The buildings are equipped with modern plumbing and are well ventilated.

### Literary Societies

There are two Literary Societies: Philaretian and Astro-tekton, meeting every Saturday night. These Societies are organized to give variety to the college life and for the promotion of general culture.

After three weeks from the date of registration, any student, on obtaining written permission from the President, may be-

come a member of either of the societies, provided its membership shall be less than three-fourths of the aggregate membership of both of them.

Each society is offered a Memorial Medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrew Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edwin Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

### College Publications

#### By the College

*The Bulletin.*—This is the official publication of the College, and appears quarterly. It will be mailed to any address regularly upon request to the President.

#### By the Students

*The Acorn.*—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, one dollar.

*Oak Leaves.*—The College Annual is published by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

### Lecture and Concert Courses

Each year the College provides a number of lectures and concerts in order that the students may have the opportunity of hearing eminent lecturers and of enjoying the largest advantages in musical culture.

For the year 1912-1913 the courses have been as follows:



Lectures

John Cowper Powys, M.A., Contab., *Goethe, the Pioneer of the Modern Spirit.*

William Sterling Battis, impersonation of Dickens' characters.

Charles Henry Caffin, A.B., Oxford, England, *Italian Idealism; Modern Realism.*

Charles Alphonso Smith, Ph.D., LL.D., *American Idealism.*

William Edward Dodd, Ph.D., *Shall American History be Re-written?*

Hon. Robert Watson Winston, A.B., *Charles Brantley Aycock.*

Concerts

The Saslavsky String Quartet.

The Raleigh Choral Society, Ashley Ropps, baritone, assisting.

Germaine Schnitzer, pianist.

Alessandro Bonci, tenor.

## Expenses

### Tuition Each Semester

College Course .....	\$30.00
Literary and Theoretical Work in Music Course (See p. 86)	30.00
Piano .....	\$32.50, 40.00
Organ .....	\$25.00, 40.00
Violin .....	30.00
Voice .....	\$32.50, 40.00
Voice, Instructor .....	25.00
Art .....	25.00
China painting .....	25.00

### Fees Each Semester

Matriculation fee (applied on semester's tuition).....	10.00
Chemical Laboratory fee.....	2.50
Biological Laboratory fee.....	1.00
Library fee .....	1.00
Lecture fee .....	.75
Gymnasium fee .....	1.00
Medical fee .....	2.50
Use of Piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of Pedal Organ one hour daily.....	6.00
Use of Pedal Piano one hour daily.....	4.00
Use of Pipe Organ per hour.....	.25

### Table Board Each Semester

Main Building .....	60.00
East Building .....	33.75

### Room Rent Each Semester

Including fuel, light, and water:

Main Building	{	Front rooms or two-girl rooms.....	17.50
		Other rooms in Main Building.....	15.00
Faircloth Hall .....			15.00
Faircloth Hall (to those who board in East Building) ..			17.50
East Building .....			12.50
South Cottage .....			11.25
North Cottage .....			11.25

## Expenses for the Year in the Literary Course

### In Main Building or Faircloth Hall:

Board, room, lights, fuel, and bath.....	\$150.00 to \$155.00
Tuition, College Course.....	60.00
Medical fee .....	5.00
Library fee .....	2.00
Gymnasium fee .....	2.00
Lecture fee .....	1.50

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\$220.50 to \$225.50

In the East Building this amount is from \$47.50 to \$61.50 less, depending upon room.

All bills are due for the semester in advance, but for the convenience of patrons, payments may be made quarterly in advance.

Students who pursue Music and Art may take one literary subject at a cost of \$10.00 a semester.

Students pursuing one special course may take one literary subject at \$12.50 a semester, or two literary subjects at \$15.00 a semester.

Special students may elect one theoretical course in the School of Music at \$10.00 a semester, or two theoretical courses in the School of Music at \$15.00 a semester.

Students in the A.B. course may elect theoretical courses in the School of Music which count toward their degree at \$5.00 each semester.

Graduation fee, including diploma, \$5.00.

All resident students are required to pay the Lecture fee. Nonresident students, if they wish, may secure season tickets by paying the required fee.

Nonresident students are not required to pay the medical fee.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for

tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the College Physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the Executive Committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

### The Payment of Fees

On days of registration at the beginning of each semester all students are required to pay to the Bursar the matriculation fee of \$10.00 before registering with their Deans.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee for that semester.

Any student who fails to register with her Dean at the appointed time will be required to pay the Bursar an additional fee of \$1.00 and to show receipt for the same to the Classification Committee. This special fee of \$1.00 will be required of those who are late in entering as well of those who neglect to arrange their courses with the Classification Committee, and will not be deducted from any bill. For time of registration see page 31.

To secure rooms, applications must be accompanied by a deposit of \$5.00. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

The \$5.00 room fee deposit and the \$10.00 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

## Admission Requirements

Students are admitted either (*A*) by certificate or (*B*) by examination.

*A.* Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other States accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the Dean, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools close for the summer. All certificates should be filed with the Dean not later than August 1st of the year in which the student wishes to enter.

**No candidate will be admitted to the freshman class, except on examination, until such a certificate properly filled out and signed by the principal is presented to the College.**

*B.* Students desiring to be admitted under the second of these conditions should see page 31.

Students applying for advanced standing should read *Credits*, page 42.

### Admission to the Freshman Class

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer:

Latin .....	3	units.
French or German.....	1	unit.
English .....	3	units.
Mathematics: { Algebra .....	1.5	units.
{ Geometry .....	1	unit.
History .....	2	units.
Science: { Physical Geography .....	0.5	unit.
{ Physiology .....	1	unit.
Elective* .....	1	unit.
<hr/>		
Total .....	14	units.

### Conditioned Students

A student may have two whole conditions and two slight conditions. A slight condition signifies that a student lacks a small part of the preparation in some subject.

A whole year's condition in one subject can not be substituted for slight conditions in two subjects.

### Irregular Students

A student who wishes to work for a diploma in Music or Art will be admitted to the College as an irregular student if she is able to offer ten units. She must offer three units in English and one unit in a modern language. She may be allowed two whole conditions and two slight conditions; but a condition of not more than one unit is allowed in English. Irregular students are required to take fifteen hours a week.

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\*Elementary Physics or an additional unit in any of the above subjects except English will be accepted.

## Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week.

## Routine of Entrance

Students should report to the office promptly upon arrival for matriculation.

1. *Preliminary Classification.*—All new students must appear before the Classification Committee on the two days before General Registration, for consultation with the committee upon work taken before coming to this College. For the year 1913-1914 consultations will be held as follows:

September 10, Wednesday, 9 a. m., History and Science;  
3 p. m., Latin.

September 11, Thursday, 9 a. m., English and Modern Languages;  
3 p. m., Mathematics.

2. *Registration.*—On the day of General Registration the student will appear in person before the Deans and be assigned subjects to be carried during the ensuing semester.

No student may register for less than a semester.

Days for registration: September 12th, 9 a. m., for first semester; Tuesday, January 27th, 9 a. m., for second semester.

## Definition of Requirements

## LATIN (3 units)\*

## GRAMMAR.

A thorough knowledge of forms and the principles of syntax, with special emphasis upon relative and conditional sentences, indirect discourse and all uses of the Subjunctive. D'Ooge's *Latin for Beginners* and Allen and Greenough's *Latin Grammar* are recommended.

## PROSE AND COMPOSITION.

Ability to translate into Latin connected passages of idiomatic English of moderate difficulty based on Cæsar and Cicero. This will require one period a week during each year of preparation. Baker and Inglis' *High School Course in Latin Composition* is recommended.

It is of special importance that practice in writing Latin should be continued throughout the entire period of preparation in connection with the reading of Latin authors.

## READING.

Four books of Cæsar's *Gallic War* (Bennett). Six orations of Cicero, including the four against Catiline (Bennett).

Training should be given from the beginning in reading Latin aloud according to the Roman method of pronunciation, with careful attention to vowel quantities, and in translating Latin from hearing as well as at sight from the printed page.

Teachers of Latin in preparatory schools are urged to insist upon the use of idiomatic English in translation.

It will require at least three years of careful study to make the needed preparation.

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\*Six books of Virgil's *Æneid* may be offered as a fourth unit in Latin. For a description of this Course, see page 47.



**MODERN LANGUAGES (1 unit)\***

The candidate must offer one unit in either French or German.

**FRENCH.**

Pupils must be prepared on Part I of Frazer and Squair's *French Grammar* (or its equivalent), and 150-200 pages of simple French reading.

This preparation will require at least one year's work.

**GERMAN.**

Pupils taking German must be prepared on Harris's *Lessons in German* (or its equivalent), and 150-200 pages of simple German reading.

This will require at least one year's work.

**ENGLISH (3 units)****COMPOSITION.**

1. There should be practice in writing equivalent to weekly themes for the whole four years of the preparatory course. These weekly themes should average from 350 to 500 words and should be accompanied by definite outlines; the subjects for themes should not be drawn chiefly from books. When studying the paragraph, the student should be allowed to substitute daily paragraph-themes, based on experience, for the weekly theme. She must be able to spell, capitalize, and punctuate correctly. She will be expected to have a practical knowledge of the essentials of English grammar, including inflection, syntax, the use of phrases and clauses.

2. There should be systematic study of rhetoric made subservient to the work in composition. Particular attention should be given to the structure of the sentence, paragraph, and whole composition; to unity, emphasis, and coherence; to good use in words; and to the analysis and outlining of essays. The following books are recommended:

FOR FIRST YEAR.—Sykes's *Elementary English Composition* (Scribner's Sons), or Baker and Abbott's *English Composition*

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\*An additional unit in French or German may be offered as follows: in French, Frazer and Squair's *Grammar*, Part II, and the reading of 300 pages of modern prose; in German, Joynes-Meissner's *Grammar*, and the reading of 200 pages of literature in the form of easy stories and plays.

(Henry Holt & Co.), or Scott and Denney's *Elementary English Composition, Revised* (Allyn and Bacon).

FOR SECOND YEAR.—Hanson's *Two Years Course in English Composition*.

FOR THIRD YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part I (American Book Co.), or Scott and Denney's *Composition-Rhetoric* (Allyn and Bacon).

FOR FOURTH YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part II.

#### LITERATURE.

##### A. Reading.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units\* are to be selected, two from each group:

I. The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

II. Shakspere's *The Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

III. Defoe's *Robinson Crusoe*, Part I; Goldsmith's *The Vicar of Wakefield*; either Scott's *Ivanhoe*, or Scott's *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; either Dickens' *David Copperfield*, or Dickens' *A Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

\*Each unit is set off by semi-colons.

IV. Bunyan's *Pilgrim's Progress, Part I*; *The Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive* and *Warren Hastings*; Thackeray's *English Humourists*; *Selections from Lincoln*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden* or Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage* and *Travels with a Donkey*.

V. Palgrave's *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *The Deserted Village*; Coleridge's *The Ancient Mariner* and Lowell's *The Vision of Sir Launfal*; Scott's *The Lady of the Lake*; Byron's *Childe Harold, Canto IV*, and *The Prisoner of Chillon*; Palgrave's *Golden Treasury (First Series)*, Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *The Raven*, Longfellow's *The Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

## B. Study.

Preparation for this part of the work includes thorough study of each of the works named below; a knowledge of the subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books for 1913 are: Shakspeare's *Macbeth*; Milton's *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

N. B.—The four masterpieces selected for careful study should take up the whole time devoted to literature in the eleventh grade. No candidate will be given full credit for the masterpieces if read in a lower grade, or if several other masterpieces are crowded into the same year with these.

### MATHEMATICS ( $2\frac{1}{2}$ units)\*

The preparation for the freshman class will require at least two and one-half years of careful study in the high school. This presupposes a thorough knowledge of practical arithmetic.

#### ALGEBRA (1 I-2 UNITS).

One and one-half years should be spent in this work, with four or five one-hour recitations each week. The fundamental principles of algebra as given in some good high school text-book, should be thoroughly mastered, and facility and accuracy in the manipulation of algebraic expressions should be attained, as well as an understanding of the meanings of the various operations.

*To Quadratics* (1 unit).—The course should occupy not less than one hundred and twenty one-hour recitations, and should cover the four fundamental operations; formulas for multiplication; factoring, including the highest common factor and the lowest common multiple; fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal, with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and negative.

*Quadratics and Beyond* ( $\frac{1}{2}$  unit).—This course should occupy not less than sixty one-hour recitations. Quadratic equations, numerical and literal, with one or more unknown quantities, and problems depending on them, formulas of the *Nth term*, with application; the progressions with application to problems.

#### PLANE GEOMETRY (1 UNIT).

The usual theorems and constructions of some good text-book. The solution of numerous original exercises. Application to the mensuration of plane surfaces.

\*Mathematics I will be accepted as an additional unit in mathematics. For a description of this Course, see page 53.

**HISTORY (2 units)\***

The candidate may offer any two of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

All candidates are strongly advised to offer Ancient History as one unit and either English or American History as the other.

**ANCIENT HISTORY.**

TEXT-BOOKS.†—Goodspeed, *History of the Ancient World*, Revised Edition (Scribner's); Morey, *Outlines of Ancient History* (American Book Co.); Myers, *Ancient History*, Revised Edition (Ginn); West, *Ancient World* (Allyn and Bacon); Wolfson, *Essentials in Ancient History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; Church, *Stories from Herodotus*; Cox, *Tales of Ancient Greece*; *Epochs of Ancient History* (ten small volumes, Longmans, Green & Co.); Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Wheeler, *Alexander the Great*; and Ginn and Co., *Classical Atlas*.

**MEDIÆVAL AND MODERN HISTORY.**

TEXT-BOOKS.†—Bourne, *Mediæval and Modern History* (Longmans); Harding, *Essentials in Mediæval and Modern History* (American Book Co.); Myers, *Mediæval and Modern History*, Revised Edition (Ginn); or an equivalent.

The following books are suggested for a school library for supplementary work: Adams, *Civilization During the Middle Ages*; Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; *Epochs of Modern History* (nineteen small volumes, Longmans, Green & Co.); Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Robinson, *Readings in European History*, One Volume Edition; Robinson and Beard, *The*

\*A third unit from this group will be accepted.

†Any one text-book of the group is accepted.

*Development of Modern Europe*, two volumes; Walker, *The Reformation*; and Dow, *Atlas of European History*.

#### ENGLISH HISTORY.

TEXT-BOOKS.\*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); Wrong, *History of the British Nation* (Appleton); or an equivalent.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (four volumes); Cheyney, *Readings in English History*; Colby, *Sources of English History*; *Epochs of Modern History* (nineteen small volumes, Longmans, Green & Co.); Gardiner, *Student's History of England*; Gibbins, *The Industrial History of England*; Green, *A Short History of the English People*; Montague, *Elements of English Constitutional History*; and Gardiner, *School Atlas of English History*.

#### AMERICAN HISTORY.

TEXT-BOOKS.\*—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley *American History* (Macmillan); Johnson, *High School History of the United States*, Revised Edition (Holt); Ashley, *American Government*, Revised Edition (Macmillan); Guitteau, *Government and Politics in the United States* (Houghton Mifflin Co.); James and Sanford's *Government in State and Nation*, Revised Edition (Scribner); Schwinn and Stevenson, *Civil Government* (Lippincott); or an equivalent.

The following books are suggested for a school library for supplementary work: Beard, *American Government and Politics* (Macmillan, 1910); Channing, *History of the United States* (three volumes published); *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; and McCoun, *Historical Geography of the United States*.

All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work from fuller accounts in the school library should cover at least four hundred pages.

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\*Any one text-book of the group is accepted.

The following further exercises are recommended: Reading notes, in outline and abstract; map-drawing; a few written reports on subjects assigned the student.

All such work should be presented by the candidate in the form of a loose-leaf note book containing all exercises prepared upon any of the four history subjects, written in ink, arranged in the order of their assignment, and certified and approved by the teacher.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); *Revised Report of the Committee of Five* (Macmillan, twenty-five cents); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia) will be found invaluable.

Outline map books for each period and loose-leaf note books may be obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co., of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Department of Education there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the college.

### SCIENCE (1½ units)\*

#### PHYSIOLOGY AND HYGIENE† (1 UNIT).

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system. The course will require at least one year.

TEXT.—Fitz's *Physiology and Hygiene*, or Martin's *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

#### PHYSICAL GEOGRAPHY† (1-2 UNIT).

This course should include a detailed study of the land forms and physiographic factors.

TEXT.—R. S. Tarr's *New Physical Geography*.

\*An additional unit in Science will be accepted.

†Physiology and Hygiene, and Physical Geography are required.

## PHYSICS\* (1 UNIT).

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note books.

TEXT.—Coleman's *Elements of Physics*.

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\*Physics may be offered.



## Requirements for Graduation

To be entitled to a degree or diploma the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward a degree or diploma in one school may be counted toward a degree or diploma in another school, provided that the subject may be regularly counted toward a degree or diploma in the school concerned.

Each student is required to take at least fifteen hours of work a week. No student may take more than sixteen hours of work a week, except by action of the faculty. Seniors are not required to take more than the number of hours necessary to obtain their degree.

### Degrees

The College confers only one degree, Bachelor of Arts. To be entitled to this degree, a student must complete the forty-one hours of prescribed work and, in addition, nineteen hours of elective work. All courses in the freshman and sophomore years are prescribed; seven hours of elective work are offered in the junior year and twelve in the senior.

Work can not be elected from more than five departments. In case work is chosen from the school of Music or Art, each of these schools from which work is taken shall count as one elective department.

Candidates for the A.B. degree must make a grade of eighty in at least one-half of the courses offered for the degree. On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Arts.

# General Regulations for Academic Work

## Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects.

Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy-five is the passing grade.

## Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and church.

At the ends of the first and third quarters parents or guardians are notified if students are not making satisfactory grades.

## Examinations

Examinations are held at the close of each semester in addition to the tests given during the semester.

During examination, no student, without permission from the instructor in charge, is allowed to consult any book or document, or have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been received from any source.

## Conditions and Deficiencies

A student who fails or is deficient in any respect on the work of the first semester will be allowed to pass off the condition the first Monday in April. If she fails at this time, she will be allowed to take another examination either at the time of

delinquent examinations the next May or on the Tuesday immediately preceding the opening of the next fall semester.

A student who fails or is deficient in any respect on the work of the second semester will be allowed to pass off the condition on the Tuesday immediately preceding the opening of the fall semester. If she fails at this time, she will be allowed to take another examination at the time of delinquent examinations the next January.

A student who does not pass off a condition at either of the two times appointed for making up semester conditions will be required to repeat the semester's work in which she failed.

No student will be allowed an examination on other dates than those arranged above, until she shall have shown good reason for it and paid to the Bursar one dollar for the Library Fund. In the case of conflict with other college duties or illness, this fee will be remitted.

## Outline of Course for the A.B. Degree

### Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1*.....	3	(47)	English Composition 1	3	(50)
French 1.....	3	(48)	Mathematics 1.....	3	(53)
or			Biology 1.....	3	(56)
German 1.....	3	(49)			

### Sophomore Year

Latin 2.....	3	(47)	English Literature 1	3	(51)
French 2.....	3	(49)	Mathematics 2.....	3	(53)
or			History 1.....	3	(54)
German 2.....	3	(49)			

### Junior Year

English Composition 2	2	(51)	Ethics .....	1½	(59)
Chemistry 1.....	3	(56)	or		
Psychology .....	1½	(59)	Sociology .....	1½	(59)
			Electives .....	7	

The following courses are offered as Junior Electives:

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 3.....	2	(48)	History 2-5.....	3	(55)
French 3.....	3	(49)	Natural Science .....		(57)
German 3.....	3	(50)	Bible 1-6.....		(58)
English Composition 3	1	(51)	Education 1-3.....	2 or 3	(59)
English Literature 2-3	3	(52)	Art History 1.....	2	(76)
Mathematics 3-4.....	3	(53)	Music 4-9, 11-12.....		(88)
Astronomy .....	3	(54)			

\*The figure immediately following the subject refers to the number of course.  
For outline of course, see page indicated.

Senior Year

Physiology.....counting 3 hours.....page (57)  
Electives.....counting 12 hours.

The following courses are offered as Senior Electives:

	Page		Page
Latin 3-6.....	(48)	Natural Science.....	(57)
French 3..... 3	(49)	Bible 1-6.....	(58)
German 3..... 3	(49)	Philosophy 2 or 3... 1½	(59)
English Composition 3 1	(51)	Education 1-3..... 2 or 3	(59)
English Literature 2-3 3	(52)	Art History 1..... 2	(76)
Mathematics 3-4..... 3	(53)	Music 4-9, 11-12.....	(88)
Astronomy ..... 3	(54)		
History 2-5..... 3	(55)		

## Schedule of Recitations

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9.00	French I English Comp. I (a) History I English Lit. II	English Comp. II	French I English Comp. I (a) History I English Lit. II	English Comp. II	French I English Comp. I (a) History I English Lit. II
10.00	English Comp. I (b) Mathematics I (a) Latin II History IV	Biology I Education II	English Comp. I (b) Mathematics I (a) Latin II History IV	Biology I Education II	English Comp. I (b) Mathematics I (a) Latin II History II
11.00	French II Physiology	Mathematics II Latin III Physics Education III	Mathematics II Physiology	French II Latin III Physics Education III	Mathematics II Physiology Physics (Lab.)
12.00	Latin I German II Psychology	French II Latin IV History II	Latin I German II Psychology	Latin I History II	Latin I German II Psychology Physics (Lab.)
1.30	English Comp. I (c) Mathematics I (b) German I English Lit. I (a) Geology	English Lit. I (b) Chemistry I	English Comp. I (c) Mathematics I (b) German I English Lit. I (a) Geology	English Lit. I (b)	English Comp. I (c) Mathematics I (b) German I English Lit. I (a) Geology
2.30	Biology (Lab. Sec. a) Art History I	Biology (Lab. Sec. b)	Biology (Lab. Sec. a)	Biology (Lab. Sec. b) Art History I	

## Courses of Instruction

### I. Latin

BERTHA LILLIAN LOOMIS, *Professor.*

#### I. Virgil; Latin Prose Composition.

Required of freshmen.

##### a. Virgil.

Three hours a week for a year. Tuesday, Friday, Saturday, 12.

*Æneid* (Fairclough-Brown, Greenough and Kittredge). Translation at sight; Latin hexameter; Virgil's life and works. Stress is laid not only upon construction, and the use of good English in translation, but also upon appreciation of the author read.

##### b. Latin Prose Composition.

One hour a week for a year. Thursday, 12.

Baker and Inglis' *High School Course in Latin Composition*, Part III. Allen and Greenough's *Latin Grammar*.

#### 2. Livy; Horace; Latin Prose Composition.

Required of sophomores. Three hours a week for a year.

##### a. Livy.

Two hours a week for First Semester. Tuesday and Saturday, 10.

Selections from Books XXI and XXII (Westcott).

##### b. Horace.

Two hours a week for second semester.

Selections from the *Odes and Epodes* (Smith, Shorey-Laing).

History of the Augustan Age; the life and personality of Horace; metres and literary style.

##### c. Latin Prose Composition.

One hour a week for a year. Thursday, 10.

Prepared and sight exercises.

## 3. Terence; Latin Poets; Cicero.

Open to juniors and seniors. Two hours a week for a year.  
Wednesday, Friday, 11.

TERENCE.—*Phormia* (Elmer); Study of the dramatic metres; Roman theatrical antiquities; Terence's life; the origin and development of Latin Comedy.

LATIN POETS.—Selections from Ennius, Catullus, Propertius, Tibullus, Ovid, and Martial.

CICERO.—*De Senectute* (Moore); *De Amicitia* (Price). Cicero's views concerning Old Age and Friendship compared with those of modern writers.

## 4. Roman Private Life. Outline History of Latin Literature.

Open to juniors and seniors. Required of students electing courses 3 or 5. One hour a week for a year. Wednesday, 12.  
Lectures and assigned readings.

## \*[5. Tacitus; Horace; Sight Reading from Pliny.

Open to juniors and seniors. Two hours a week for a year.

TACITUS.—*Agricola and Germania* (Gudeman).

PLINY.—*Letters* (Westcott).

HORACE.—*Satires and Epistles* (Rolfe).]

## 6. Latin Prose Composition.

Open to juniors and seniors. One hour a week for a year.

Students who are planning to teach Latin are advised to consult the professor regarding this course.

## II. Modern Languages

SUSAN ELIZABETH YOUNG, *Professor*.

## FRENCH

## I. Advanced Grammar; Written Exercises; Translation; Sight Reading; Conversation.

Required of freshmen as alternate of German. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

TEXTS USED.—*Grammar* (Frazer and Squair), Part II; *La Tulipe*

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\*Not offered in 1913-'14.



*Noire* (Dumas); *La Mare au Diable* (Sand); *Les Précieuses Ridicules* (Moliere); *Athalie* (Racine).

Other texts in reading are often used instead of those given.

2. Prose Composition; Dictation; Translation; Conversation; Sight Reading.

Required of sophomores as alternate of German. Three hours a week for a year. Tuesday, Friday, 11; Wednesday, 12.

TEXTS USED.—*Hernani* (Victor Hugo); *Le Cid* (Corneille); *Le Misanthrope* (Moliere); *La Triade Francaise* (De Musset, Lamartine, Hugo).

Other texts in reading are often used instead of those given.

\*[3. Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—*French Syntax and Composition* (Bouvet); *Le Tartuffe* (Molière); *Sept Grands Auteurs du XIXe Siècle*; *Introduction à la Littérature Française* (Taine).

The texts in reading will be selected from these authors.]

## GERMAN

1. Advanced Grammar; Written Exercises; Translation; Sight Reading; Dictation; Conversation.

Required of freshmen as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

TEXTS.—*Practical German Grammar* (Thomas); *Höher als die Keiche* (Von Hillern); *Bilderbuch ohne Bilder* (Andersen); *Im-mensee* (Storm); *Die Journalisten* (Freitag); *Wilhelm Tell* (Schiller).

Other texts in reading are frequently substituted for the above.

2. Composition and Grammar; Conversation; Translation; Sight Reading.

Required of sophomores as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

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\*Not offered in 1913-'14.

TEXTS.—*Composition* (Wesselhoeft); *Hermann und Dorothea* (Goethe); *Die Braune Erica* (Jensen); *Die Harzreise* (Heine); *Vergissmeinnicht* (Zu Putlitz).

Other texts in reading may be substituted for the above.

\*3. Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—*Composition* (Wesselhoeft); *Nathan Der Weise* (Lessing); *Iphigenie* (Goethe); *Soll und Haben* (Freitag); Lyrics and Ballads.

### III. English

ELIZABETH AVERY COLTON, *Professor*.

ELLA GRAVES THOMPSON, *Instructor*.

#### ENGLISH COMPOSITION

##### I. Introductory Course.

Required of freshmen. Three hours a week for a year.

Wednesday, Thursday, Saturday, 9, 10 and 1:30.

Miss Thompson.

First semester: Exposition—special stress on structure. (Weekly themes.)

Second semester: Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes.

TEXTS.—Linn's *Essentials in English Composition* and Linn's *Illustrative Examples of English Composition*; Perry's *Exposition* (American Book Co.) Masterpieces studied as models of structure and style: Palmer's *Self-Cultivation in English*; Ruskin's *Crown of Wild Olive*; Stevenson's *Memories and Portraits*.

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond*, or *A Tale of Two Cities*; *Palgrave's Golden Treasury*.

(N. B.—The selection of these masterpieces will depend largely on those presented by the majority of the class for admission. See Entrance Requirements on page 33.)

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\*Hour of recitation to be arranged.

*Courses of Instruction.*

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2. Critical Exposition.

Required of juniors. Two hours a week for a year. Wednesday, Friday, 9.

Miss Colton.

By the analysis of prose essay style, and by the study of the underlying principles of the criticism of poetry, the drama, and the novel, this course attempts to familiarize the student with the methods of composition in critical exposition. Fortnightly themes or their equivalent are required.

\*3. Description and Narration.

Open to juniors and seniors whose work is approved by the head of the department. One hour a week for a year.

Miss Colton.

First semester: Description. Stevenson's *Inland Voyage* and *Travels With a Donkey* will be studied in order to illustrate the theory of description and to show the technical advance Stevenson made in writing the second book. Daily practice in writing artistic description.

Second semester: Narration. Analysis of short stories by Hawthorne, Poe, Kipling, and Maupassant to bring out the theory of the modern short story. Weekly practice in writing short stories.

ENGLISH LITERATURE

1. Outline History of English Literature.

Required of sophomores. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30 and Wednesday, Friday, 1:30.

Miss Colton.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in Greenlaw's *Syllabus of English Literature*. Papers or written reviews every four weeks.

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\*Hour of recitation to be arranged.

The following masterpieces have been selected for careful reading and class discussion: Tinker's *Translations from Old English Poetry*; *Beowulf*; Chaucer's *Prologue*, *Knight's Tale*, and *Nun's Priest's Tale*; *Sir Gawain and the Green Knight*; Malory's *Morte D'Arthur*; old English ballads; *Everyman*; Spenser's *Faerie Queene*, Book I; Sidney's *Apologie for Poetrie*; songs of the sixteenth century dramatist; Bacon's *Essays*; Plutarch's *Lives*—*Pericles*, *Demosthenes*, *Cicero*; six of Shakspeare's plays; Milton's *Paradise Lost*, Books I and II; seventeenth century lyrics; Dryden's *Absalom and Achitophel*; Bunyan's *Pilgrim's Progress*; Pope's *Rape of the Lock*; Swift's *Gulliver's Voyage to Lilliput*; Goldsmith's *She Stoops to Conquer*; selections from nineteenth century poets.

## 2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

Miss Colton.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays will be read in chronological order; several will be studied closely.

## \*3. English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

Careful study of Wordsworth and Coleridge; Shelley and Keats; Tennyson and Browning; with selections from Byron, Scott, Landor, Arnold, Rossetti, Morris, and Swinburne.

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\*Hour of recitation to be arranged.

## IV. Mathematics and Astronomy

MARY HASSELTINE VANN, *Professor.*

### MATHEMATICS

#### 1. Algebra and Geometry.

Required of freshmen. Three hours a week for a year.  
Tuesday, Thursday, Saturday, 10 and 1:30.

First semester: *Algebra*.—The work begins with the Quadratic Equation and includes graphic representation of functions, ratio and proportion, the progressions, the binomial theorem, and mathematical induction, convergency and divergency of series.

TEXT.—Hawkes's *Advanced Algebra*.

Second semester: Solid Geometry complete.

#### 2. Algebra and Trigonometry.

Required of sophomores. Three hours a week for a year.  
Wednesday, Thursday, Saturday, 11.

First semester: *Advanced Algebra*.—The subjects treated are: Complex numbers, Theory of Equations, Logarithms, Limits, Undetermined Coefficients, Permutations, Combinations, Probability, and Determinants.

TEXT.—Rietz and Crathorne's *College Algebra*.

Second semester: *Trigonometry*.—Plane and Spherical. Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Graville's *Plane and Spherical Trigonometry*.

#### \*3. Analytical Geometry.

Open to students who have completed courses 1 and 2.  
Three hours a week for a year.

Plane and Solid Analytic Geometry supplemented by lectures on related subjects and the history of Mathematics.

TEXT.—Tanner and Allen's *Analytic Geometry*.

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\*Hour of recitation to be arranged.

## \*4. Differential and Integral Calculus.

Open to students who have completed course 3. Three hours a week for a year.

The fundamental principles of Differential and Integral Calculus and their application.

TEXT.—Snyder and Hutchinson's *Differential and Integral Calculus*.

## ASTRONOMY

## \*1. General Astronomy.

Three hours a week for a year. Prerequisite—Mathematics 2.

This is a three-hour course designed to meet the requirements of students who are specializing in general science and nature study, as well as of students who wish to continue the special branches of astronomy and applied mathematics.

Two hours a week are given to lectures on assigned topics. The third hour is given to constellation study, observation, and exercises with atlas and ephemeris.

## V. History

MARY SHANNON SMITH, *Professor*.

## I. European History.

Required of sophomores. Three hours a week for a year.

Tuesday, Thursday, Saturday, 9.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

This is a sophomore study and should not be taken until English 1 has been completed.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A Syllabus for the History of Western Europe*; *Current Events*; *Directions for Written Work in History*.

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\*Hour of recitation to be arranged.

## 2. English History.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12; Saturday, 10.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

History 2 may be elected either semester, although students are urged to take the full year's work. It will alternate with 5—Principles of Economics.

TEXTS REQUIRED.—Cheyney, *A Short History of England*; Trenholme, *An Outline of English History*; *Current Events*; *Directions for Written Work in History*.

## 3 and 4. American History.

Open to all seniors. Three hours a week for a year. Tuesday, Thursday, 10, and a third hour at the pleasure of the Professor.

Courses 3 and 4 are usually given in alternate years.

\*[3. American Colonial and Revolutionary History to 1783.]

4. History of the United States since 1783.

As the students have unusual opportunities for study and research at the State Library, most of the work of the class is done there.

TEXTS REQUIRED.—Channing and Hart, *Guide to the Study of American History*, Revised Edition; *Current Events*; *Directions for Written Work in History*.

## \*[5. Principles of Economics.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12, and Saturday, 10.

First semester: The rise of modern industry, its expansion in the United States; and the principles of production, exchange, distribution, and consumption.

Second semester: The application of economic principles to such important problems as money, credit, and banking, the tariff, the

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\*Not given in 1913-1914.

labor movement, monopolies, railroads, trusts, taxation, and economic reform.

This course will alternate with History 2.

TEXTS REQUIRED.—Seager, *Introduction to Economics*, Third Edition; *Outlines of Economics*, University of Chicago Press; *Current Events*.]

## VI. Natural Science

J. GREGORY BOOMHOUR, *Professor*.

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of  
Physiology and Hygiene*.

### 1. General Biology.

Required of freshmen. Three hours a week for a year. Lectures, Wednesday, Friday, 10. Laboratory: Section A, Tuesday, Thursday, 2:30-4:30; Section B, Wednesday, Friday, 2:30-4:30.

Each pupil is provided with a compound microscope and dissecting instruments for making a detailed study of typical specimens from each of the principal groups of plants and animals, with reference to their structure, functions and development. The results of these studies and the principles of relationship and classification are discussed in the lectures.

Field excursions constitute a part of this course. Those taking the course should arrange their other duties so that this field work may be done the first Monday of each month.

Laboratory fee, \$2.

### 2. General Chemistry.

Required of juniors. Three hours a week for a year. Lecture, Wednesday, 1:30. Laboratory, Tuesday and Saturday, 9-12.

This course gives a knowledge of the fundamental principles of Chemistry. During the fall semester, the laboratory exercises are devoted to the preparation and the study of the more common elements and compounds. During the spring semester, much time is given to qualitative experiments with common organic compounds that are used for foods, the composition of foods and food adulterants.

Laboratory fee, \$5.

TEXT.—Brownlee's *First Principles of Chemistry*.



3. Physiology and Hygiene.

Required of seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

TEXT.—Kirk's *Hand Book of Physiology*:

\*4. General Physics.

Open to juniors and seniors. Three hours a week. Lectures, Wednesday, Friday, 11. Laboratory, Saturday, 11-1.

This course combines laboratory work, classroom demonstrations and lectures, for presenting the most important principles involved in the study of mechanics, sound and light. Special apparatus has been provided for laboratory exercises in this department.

TEXT.—Millikan and Gale's *First Course in Physics*.

\*5. Geology.

Open to juniors and seniors. Three hours a week. Tuesday, Thursday, Saturday, 1:30.

A study of the agencies now in operation modifying the surface of the earth, the structure, rocks and minerals of the earth's crust; the history of the development of the earth-structure and of the organic kingdoms.

The department is provided with a small but representative collection of mineral products of the State and minerals and fossils from other States, and the class has access to the State Museum, which contains a large collection of lithological and mineralogical formations.

TEXT.—LeConte's *Elements of Geology*.

The following additional electives are offered in the department of Natural Science:

Botany; Zoölogy; Analytical Chemistry. Each of these electives may be taken in one semester so as to count two hours, or for the year so as to count three hours. Those expecting to elect in this department should consult with the professor on the day of General Registration at the time the Classification Committee first meets.

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\*Physics and Geology to be given in alternate years.

## VII. Bible and Philosophy

LEMUEL ELMER McMILLAN FREEMAN, *Professor.*

## BIBLE

## \*1. Old Testament History and Life of Christ.

Open to college students who intend to take only one year in Bible and who do not meet the requirements for other courses. Two hours a week for a year.

## \*2. Hebrew History and Prophecy.

Intended primarily for sophomores, but open to all classes. Three hours a week for a year.

## \*3. The Life of Christ.

Three hours a week for the first semester.

## \*4. The History of the Apostolic Church.

Open to students who have completed course 1 or course 3. Three hours a week for the second semester.

## \*5. Sunday School Pedagogy.

Open to all college students. One or two hours a week for a year.

Books used are selected from the first six in the Normal Course of the Sunday School Board of the Southern Baptist Convention. There are two divisions of the class. Students may take work in either or in both.

1. Lectures and assigned written work. One hour a week for a year.

2. Written work on assigned books. One hour a week for a year.

## 6. Missions.

Open to all college classes. One hour a week for a year.

Assigned reading, lectures, and class discussion. It is intended that this course shall give a good knowledge of mission fields at home and abroad, and also such understanding of mission methods as will fit students for practical service as leaders in mission work and study.

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\*Hours of recitation to be arranged.

## PHILOSOPHY

### 1. Psychology.

Required of juniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 12.

### \*[2. Ethics.

Required of juniors who do not take Sociology. This course will be given every other year, alternating with Sociology. It may be made an elective by students who take Sociology as a required subject. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 12.]

### 3. Sociology.

Required of juniors who do not take Ethics. This course will be given every other year, alternating with Ethics. It may be made an elective by students who take Ethics as a required subject. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 12.

In this course special attention is given to present-day social problems and methods of reform.

## VIII. Education

MARY SHANNON SMITH, *Professor.*

It is essential that all students who expect to teach should know the principles of their profession; but as most women deal, either directly or indirectly, with education and the training of children, the following courses should be of general value.

### \*†[1. History of Education.

Open to juniors and seniors. Two hours a week for a year. Wednesday, Friday, 10.

First semester: History of Education to Modern Times.

A somewhat hurried survey of the educational ideals and prac-

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\*Not given in 1913-1914.

†Students may count a third hour by extra work under supervision of the Professor.

tices of the past, with special reference to their influence on the present.

Second semester: History of Education in Modern Times.

A more detailed study of education from the later sixteenth century, with an examination not only of the ideas of the great modern thinkers, but of the changes in the problem following the industrial revolution of the eighteenth century and the rise of democracy in the nineteenth.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject matter of the paper, emphasis is placed on the best way to get and arrange material.

TEXT.—Monroe, *History of Education*.]

## \*†2. Educational Psychology and Child Study.

Open to juniors and seniors. Two hours a week for a year.  
Wednesday, Friday, 10.

First semester: Educational Psychology.

In this course the principles of psychology that apply to teaching are studied in order that education may conform as far as possible to natural laws.

TEXTS.—Thorndike, *Elements of Psychology*; Thorndike, *Principles of Teaching*; collateral reading.

Second semester: The physical and mental development of children.

This subject should have a special interest for all who expect to deal with child-life, whether in the home or school. The work is based on psychology.

TEXT.—Kirkpatrick, *Fundamentals of Child Study*; collateral reading.

There will be lectures, class discussions, and one or two papers.

It is expected that all students will have taken Biology and be taking General Psychology and Ethics.

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\*Courses 1 and 2 are given alternate years. Course 1 not given in 1913-1914.

†Students may count a third hour by extra work under supervision of the Professor.

\*3. The Principles of Education and School Management.

Open to seniors. Two hours a week for a year. Wednesday, Friday, 11.

Except in those cases where the natural ability of the student lies in primary or grade work, it is the common practice for graduates of women's colleges who teach to go into departmental work in high schools, or academies. The emphasis in this course will therefore be placed on that phase of work. The course will also develop the unity of the various periods of education, the general problems of classroom work, and some of the large fundamental questions connected with universal education.

When a student is definitely planning to teach in the grades, it will be helpful to elect work in Art and Music as an aid to the teaching of these subjects in the public schools.

First semester: The Principles of Education.

A study of modern educational theory.

TEXTS.—Bagley, *The Educative Process*; McMurry, *How to Study and Teaching How to Study*; Spencer, *Education*; collateral reading.

Second semester: School Management.

The work will include lectures on various problems of school management and a brief survey of the course of study prescribed by the State for the grades and high schools; preparation of lesson plans; school laws of the State.

The students have the privilege of observing in the city public schools. This opportunity is given through the kindness of Superintendent Harper and the Board of Education of Raleigh. The observation of work done by experienced teachers is always of value.

TEXTS.—Bagley, *Classroom Management*; Colgrove, *The Teacher and the School*; text-book library; collateral reading.

During the year the class will be expected to study the books prescribed by the State for the Teachers' Reading Circles and to read *North Carolina Education* and *Current Events*. Also the following books recommended by the State on Secondary Education: *The North Carolina Handbook for High School Teachers*. One of the following: Brown, *The American High School*; DeGarmo, *The Principles of Secondary Education*, Vol. I; Hollister, *High School Administration*.

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\*Students may count a third hour by extra work under supervision of the Professor. Seniors are strongly advised to elect a third hour in Education 3.

Besides a carefully selected library of modern books on education, the department has also a complete set of the United States Reports from 1867; the Bulletins of the United States Department of Education; a classified list of school reports and courses of study from typical towns, cities, and states throughout the country; a collection of pamphlets and articles on various subjects of current educational discussion and interest; and a text-book library.

Students also have many educational advantages from the situation of Meredith in Raleigh.



# Register of College Students

## Senior Class

Alderman, Minnie Viola.....	Edenton.
Camp, Sallie Shepherd.....	Franklin, Va.
Carroll, Bertha Lucretia.....	Winterville.
Grindstaff, Lucye Evelyn.....	Sylva.
Herring, Harriet Laura.....	Kinston.
Hester, Hallie Elizabeth.....	Tryon.
Highsmith, Annie .....	Fayetteville.
Horn, Gertrude Cecilia.....	Winston-Salem.
Johnson, Bessie Frank.....	Delway.
Josey, Sallie Merriam.....	Scotland Neck.
Kelly, Bernice Christiana.....	Clayton.
Memory, Maude .....	Whiteville.
Nash, Minnie.....	Elizabeth City.
Newton, Margaret Olinda.....	Salemburg.
Steele, Mary Susan.....	Wagram.

## Junior Class

Anderson, Meda Elizabeth.....	Mars Hill.
Ballentine, Lillian Mabel.....	Cardenas.
Bennett, Agnes Louise.....	Middleburg.
Benton, Eunice Gertrude.....	Monroe.
Bullard, Sallie Leanna.....	Fayetteville.
Eddins, Nora Page.....	Palmerville.
Farrior, Minnie Bryan.....	Raleigh.
Fleming, Myrtha Frances.....	Raleigh.
Futrell, Martha Louise.....	Scotland Neck.
Gosney, Minnie Stamps.....	Raleigh.
Gulley, Margaret.....	Wake Forest.
McKaughan, Anne.....	Vinton, Va.



Martin, Sallie Emma.....	Mt. Airy.
Stone, Alma Irene.....	Chapel Hill.
Tyner, Cora Leigh.....	Buies.

**Sophomore Class**

Biggers, Caroline .....	Monroe.
Brown, Alberta Newton.....	Asheville.
Bullard, Kate Victoria.....	Fayetteville.
Collins, Inda Grey.....	Holly Springs.
English, Gwendolen .....	Shelby.
Glover, Ruth Mitchell.....	Colerain.
Grayson, Alda .....	Rutherfordton.
Higgs, Marguerite Annie.....	Greenville.
Howard, Valeria Johnson.....	Roseboro.
Johnson, Lois .....	Thomasville.
Jones, Katherine Bernard.....	Raleigh.
Jordan, Susie Spurgeon.....	Calvert.
Lineberry, Martha Bennett.....	Colerain.
McKenzie, Isabel.....	Red Springs.
Marshbaoks, Flossie.....	Mars Hill.
Mull, Lou Bessie.....	Shelby.
Nance, Lillian Nina.....	Lumberton.
Osborne, Katherine Elura.....	Clyde.
Perry, Callie Dorothy.....	Elizabeth City.
Pierce, Allie Ann.....	Colerain.
Watkins, Louise Fourman.....	Goldsboro.
Whitaker, Grace Aline.....	Horseshoe.
Wilkinson, Lilian Agnes.....	Pantego.
Woodcock, Leila Edna.....	Wilmington.

**Freshman Class**

Adams, Angeline Elizabeth.....	Newton.
Adams, Helen .....	Newton.
Ashworth, Lillie Belle.....	Thomasville.

Beasley, Antoinette .....	Monroe.
Blackman, Fannie Esther.....	Goldsboro.
Briggs, Ada Flora.....	Suffolk, Va.
Campbell, Bessie Pearson.....	Buies Creek.
Chambliss, Laviece Mae.....	Wilson.
Cole, Alma Lee.....	Chapel Hill.
Conn, Hannah Hines.....	Raleigh.
Cooper, Lula .....	Raleigh.
Covington, Cornelia Evermond.....	Florence, S. C.
Edwards, Clota Lillian.....	Mars Hill.
Edwards, Mildred Harrington.....	Scotland Neck.
Frederick, Jeannette Lucy.....	Lilesville.
Gaddy, Cora Bessie.....	Wingate.
Garner, Mallie Olivia.....	Mount Olive.
Gwyn, Permelia Cobb.....	Yanceyville.
Hamrick, Lucy Wright.....	Shelby.
Harper, Helen Earle.....	Baltimore, Md.
Harris, Roxie Peebles.....	Mapleville.
Hawley, Vannie Mae.....	Jonesboro.
Hocutt, Naomi .....	Graham.
Horton, Sallie Ruth.....	Wakefield.
Hurley, Bernice Elizabeth.....	Biscoe.
Jenkins, Brunice Irene.....	Aulander.
Johnson, Elizabeth Helen.....	Durham.
Johnson, Jeanette Euphemia.....	Wagram.
Johnson, Sallie May.....	Delway.
Jones, Beulah Eliza.....	Ore Hill.
Jones, Mary Willard.....	Wingate.
Keith, Adeleine Rulfs.....	Wilmington.
Kelly, Hemans Wentworth.....	Yadkinville.
Lamm, Dixie Vance.....	Lucama.
Lyons, Ava Lee.....	Lyons.
McGalliard, Ethel .....	Raleigh.

Neal, Sue Moore.....	South Boston, Va.
Newton, Clara Barton.....	Kerr.
Osborne, Mattie Wood.....	Clyde.
Owen, Mary Ruth.....	Clarksville.
Page, Lida Howell.....	Nelson.
Parker, Ella .....	Mt. Gilead.
Phillips, Lucille .....	Durham.
Pope, Margaret May.....	Dunn.
Ray, Jane Noaille.....	Raleigh.
Rea, Marjorie Helen.....	New Bern.
Royster, Esther Frances.....	Henderson.
Stanton, Bessie .....	Rowland.
Thomas, Genevieve .....	Louisburg.
Thomas, Sue .....	Shallotte.
Thompson, Irene Lillian.....	Mt. Airy.
Vann, Dorothy McDowell.....	Raleigh.
Wade, Margaret Christian.....	Fayetteville.
Wall, Ida Ethel.....	Wallburg.
Wall, Martha Christina.....	Wallburg.
Warren, Cora Deane.....	Dunn.
Warren, Mary Dunn.....	Dunn.
Watkins, Sarah Kirby.....	Wake Forest.
Watson, Fannie Louine.....	Fayetteville.
Wooten, May Dee.....	Chadbourn.
Wright, Carrie Inez.....	Bunn.

### **Special Students**

Buffaloe, Ethel Hicks.....	Raleigh.
Shearon, Lucy Lutifield.....	Wake Forest.

### Summary

Seniors .....	15
Juniors .....	15
Sophomores .....	24
Freshmen .....	61
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Total .....	115
Specials .....	2

Students from other Schools taking work in the College are as follows:

From Elocution classmen.....	6
From Art classmen.....	4
From Music classmen.....	42
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From the Academy.....	13
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Total .....	182

# Register of Students

## \*School of Elocution

### Senior Class

Prevatt, Edna .....Lumberton.

### Junior Class

Olive, Lida May.....Apex.  
A.B., *Meredith College*.

### Sophomore Class

Elam, Willie Ola.....Baskerville, Va.  
Nance, Beulah .....Monroe.

### Freshman Class

Perry, Mary Gertrude.....Elizabeth City.  
Watson, Durema Olivia.....Ore Hill.

### Special Students

Massey, Winona Gaston.....Clayton.

## Summary

Seniors .....	1
Juniors .....	1
Sophomores .....	2
Freshmen .....	2
<hr/>	
Total .....	6
Special .....	1

Students from other Schools electing work in Elocution are as follows:

From College classmen.....	14
From Music classmen.....	1
From the Academy.....	3
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Total .....	18
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Total .....	25

\*The School of Elocution is discontinued after 1912-1913.



## **School of Art**





## School of Art

\*IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON.

LILLIAN ETHEL PARROTT, *Acting Professor.*

MEREDITH COLLEGE SCHOOL OF ART; STUDENT COLUMBIA UNIVERSITY;  
THE ART STUDENT'S LEAGUE.

LUCY WEST LITCHFORD, *Associate Professor.*

STUDENT MEREDITH COLLEGE; MISS MASON, NEW YORK; SPECIAL WORK IN PARIS.

The Art Department is accommodated in a large and well adapted Studio on the fourth floor of the Main Building. It is furnished with models and such artistic material as is necessary for art work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction in this school is similar to that adopted by the leading instructors of New York and Philadelphia. It seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way.

Talks on art will be given regularly throughout the year, and lectures by specialists on leading art subjects will be provided for during the winter months.

An Art Club, which meets once a week for the study of current events, is not only a pleasant social occasion, but gives the students an opportunity to know what is being done in the world of art at the present time. The best art magazines are at the disposal of the students and are reviewed and discussed freely in this club.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

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\*On leave of absence.

## Art Medal

To encourage originality and develop the true art spirit, Miss Fannie E. S. Heck offers a gold medal for the best piece of original work done in Meredith College, either from life or nature, or embodying an ideal conception. Any medium may be used. The merit of the work is passed upon by two competent critics not connected with the school, assisted by the instructor in charge.

If the work does not reach the required standard the medal will be withheld.

## Admission

The general requirements are the same as for admission to the College.

To enter the School of Art in the regular course leading to graduation in art, the student must have completed ten units of the Entrance Requirements for the A.B. course. (See page 30.) She must offer two units in English. She may be allowed two whole conditions and two slight conditions; but no condition is allowed in the two units in English. All conditions must be removed before the senior year.

## Requirements for Graduation

The regular course in the School of Art will cover four years, but a student is not held back till the end of the year if her work warrants promotion beforehand.

Graduation in the school is intended to include a trip to the Northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the course in the School of Art and who have also completed thirty-three hours of literary work in addition to the ten units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.

## Outline of Course for Diploma in Art

### FRESHMAN YEAR.

Freehand drawing in charcoal  
from geometrical solids, vases,  
fruits, foliage and flowers.  
Color analysis and values.  
Flat washes in watercolor.  
Modeling in clay.  
Perspective in pencil drawings  
and pastel.

### JUNIOR YEAR.

Advanced antique.  
Still life painting.  
Illustration and composition.  
Advanced modeling.  
Life drawing.  
Landscape painting.  
Art History 1.  
Physiology, College ( $\frac{1}{2}$  year).

### SOPHOMORE YEAR.

Elementary antique.  
Still life painting.  
Original designing.  
Outdoor sketching.  
Perspective.  
Composition.

### SENIOR YEAR.

Painting from still life in oil,  
watercolor and pastel.  
Painting from the head and  
draped life model.  
Landscape painting in all me-  
diums.  
Applied design.  
Original compositions; normal  
work.  
Art History 2.

The following work in the A.B. course is recommended for  
students in the School of Art:

### FRESHMAN YEAR.

English ..... 4 hours.  
French ..... 4 hours.  
Latin ..... 4 hours.

### SOPHOMORE YEAR.

English ..... 3 hours.  
French ..... 3 hours.  
Elective ..... 4 hours.

### JUNIOR YEAR.

English ..... 3 hours.  
History ..... 3 hours.  
Physiology ( $\frac{1}{2}$  year).  $1\frac{1}{2}$  hours.  
Bible ( $\frac{1}{2}$  year).....  $1\frac{1}{2}$  hours.

### SENIOR YEAR.

Elective ..... 2 hours.

## DEPARTMENT OF APPLIED DESIGN

### China Painting

First year: Elements of ornamentation, principles of porcelain  
decoration, study of technique.

Second year: Enamels, lustres, and application of original designs.

Associate Professor Litchford.

## ART HISTORY

1. Two hours a week for a year. Required of Art students and elective for the A.B. degree. Prerequisite for A.B. students, English Composition 1.

In the junior year a general survey of art history will be given, using as a basis Goodyear's *History of Art*.

Parallel reading is required in the following works, to be found in the libraries of the College and of the city. Work upon these texts is supplemented by such illustrative material as is found in the State Museum and afforded by the architecture of the city, and good prints of the best examples of art are used freely.

TEXTS.—Reinach's *Apollo*; Reber's *History of Ancient Art*; Hamlin's *History of Architecture*; Marquand and Frothingham's *History of Architecture*; Rosengarten's *Architectural Styles*; Van Rensselaer's *English Cathedrals*; Gardner's *Handbook of Greek Sculpture*; Bullfinch's *Mythology*; Tarbell's *History of Greek Art*; Vasari's *Lives of the Painters*; Goodyear's *Mediæval Art*; Muther's *History of Modern Art*; Hurl's *Studies of Old Masters*; Goodyear's *Renaissance and Modern Art*; Van Dyke's *History of Painting*; MacFall's *History of Painting*.

2. Two hours a week for a year. Required of Art students.

The course consists of lectures and papers on special subjects and periods.

TEXTS.—Winkelman's *History of Ancient Art*; Lessing's *Laoköon*; Lübke's *History of Art*; Walter's *History of Ancient Pottery*; Strong's *Roman Sculpture*; Lanciani's *Pagan and Christian Rome*; Mau's *Pompeii, Its Life and Art*; Symond's *Renaissance in Italy*; Mrs. Oliphant's *Makers of Florence*; Hoppin's *Great Epochs in Art History*; Caffin's *Story of American Painting*; Birge Harrison's *Landscape Painting*; Ruskin's *Modern Painters*; Browning's *Poems*.

# Register of Students

## School of Art

### Senior Class

Middleton, Lucy .....Warsaw.  
Watson, Euphemia Livingstone.....Maxton.

### Sophomore Class

Dana, Mary Pope.....Savannah, Ga.

### Freshman Class

Bradsher, Edna Earle.....Roxboro.

### Special Student

Goodwyn, Annie Laurie.....Laurinburg.

### Art Only

Boone, Mrs. Edna Holloway.....Raleigh.  
Brown, Ella .....Raleigh.  
Crittendon, Mrs. Ethel Taylor.....Wake Forest.  
Inman, Mrs. Mary.....Raleigh.  
Pope, Mrs. David.....Raleigh.  
Pridgen, Anna Hardee.....Kinston.  
Schwartz, Henrietta .....Raleigh.  
Simpkins, Hallie .....Raleigh.  
Thompson, May .....Raleigh.  
West, Julia .....Raleigh.  
Woodard, Bessie Knox.....Raleigh.  
Yates, Mrs. Ethel Weathers.....Raleigh.

### Summary

Seniors .....	2
Sophomores .....	1
Freshmen .....	1
	<hr/>
Total .....	4
Special student .....	1
Art only .....	12

Students from other Schools electing work in Art as follows:

From College classmen.....	1
From the Academy.....	10
	<hr/>
	11

Students from other Schools electing work in Art History, as follows:

From College classmen.....	25
From Elocution .....	1
From Music .....	3
	<hr/>
	29
From the Academy.....	4
	<hr/>
	33
	<hr/>
Total .....	61







## **School of Music**



# Faculty of Music School

## GUSTAV HAGEDORN,

PUPIL OF ADOLF HAHN AND LEOPOLD LICHTENBERG; LATE MEMBER OF CINCINNATI SYMPHONY ORCHESTRA (FIVE YEARS); PUPIL OF ISSAY BARMAS AND EDGAR STILLMAN-KELLEY, BERLIN

DEAN—PROFESSOR OF VIOLIN, ORCHESTRAL INSTRUMENTS,  
HARMONY, HISTORY OF MUSIC.

## HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. MCKINLEY, NEW YORK;  
MME. MATZA VON NIESSON STONE, BERLIN; CLERBOIS, PARIS.

PROFESSOR OF VOICE CULTURE AND ART OF SINGING.

## RUTH J. L. ROBBINS,

PUPIL OF RAFAEL JOSEFFY AND WILLIAM H. SHERWOOD; LATE TEACHER AT SHERWOOD  
SCHOOL OF MUSIC, CHICAGO, ILL.

PROFESSOR OF PIANOFORTE, MUSICAL ANALYSIS, COUNTERPOINT.

## MARY ELIZABETH FUTRELL,

GRADUATE MEREDITH COLLEGE SCHOOL OF MUSIC; ARTIST'S AND  
TEACHER'S DIPLOMA, NEW ENGLAND CONVERSATORY OF MUSIC.

PROFESSOR OF PIANO AND ENSEMBLE PLAYING.

## HARRIETTE LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; ARTHUR J. HUBBARD, BOSTON; MME. NATZA VON  
NIESSON STONE, BERLIN.

ASSOCIATE PROFESSOR OF VOICE CULTURE.

## RUBY GENEVIEVE PENNY,

GRADUATE MEREDITH COLLEGE SCHOOL OF MUSIC; PUPIL NEW ENGLAND CON-  
SERVATORY OF MUSIC.

INSTRUCTOR IN PIANO.

## MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF  
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;  
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

INSTRUCTOR IN MUSIC PEDAGOGY AND CHILDREN'S CLASSES.

*Meredith College.***BESSIE EMERSON SAMS,**

MEREDITH COLLEGE; STUDENT OF THE AMERICAN INSTITUTE OF APPLIED MUSIC.

INSTRUCTOR IN PIANO.

**JULIETTE LOVING,**

MEREDITH COLLEGE.

INSTRUCTOR IN PIANO.

**MABEL AUGUSTA BOST,**PUPIL CINCINNATI CONSERVATORY OF MUSIC; GRADUATE OF BURROWS  
KINDERGARTEN SCHOOL.

INSTRUCTOR IN PIANO.

**IVA LANIER PEARSON,**

MEREDITH COLLEGE.

INSTRUCTOR IN VOICE.

## Aim and Equipment

The school aims at the production of intelligent musicians of liberal culture in the various departments of work.

Each department of the school has at its head a teacher who has been thoroughly trained in the best methods of instruction and has had years of successful teaching experience.

The school is equipped with thirty-six upright pianos, three grand pianos, one pedal piano and two organs, making a thorough equipment for teaching technical and artistic proficiency.

## Admission

To enter the regular Music Course leading to a diploma in Music, a student must have completed ten units of the Entrance Requirements for the A.B. degree. (See page 30.) She must offer three units in English and one in a modern language. She may be allowed two whole conditions and two slight conditions; but a condition of not more than one unit is allowed in English. In addition she must have sufficient musical and technical training to prepare her to pursue successfully the work of the freshman year in the department of the School of Music in which she wishes to enter.

Other students may elect Music as one study, but will not be allowed more than two hours practice daily.

## Requirements for Graduation

To be entitled to a diploma from the School of Music, the student must have satisfactorily completed the course in Piano, Organ, Violin, or Voice, together with the required theoretical courses and literary work (see page 86, Schedule of Studies for Diploma in Music), and must have given a public recital of standard works (from memory) in a creditable and artistic manner.

Graduates in Voice must have attained the grade of sophomore in piano playing.

## Outline of Course of School of Music

### FRESHMAN YEAR.

History of Music.  
Introductory Harmony and Ear Training.  
Theory.  
Ensemble Playing.  
Solo Class, Recitals, and Concerts.  
Piano, Organ, Violin, or Voice (two half-hour lessons per week.)  
English 1.

### JUNIOR YEAR.

Advanced Harmony.  
Musical Form and Analysis.  
Pedagogy.  
Ensemble Playing.  
Solo Class, Recitals, and Concerts.  
Piano, Organ, Violin, or Voice (two half-hour lessons per week).  
German 1 or French 1.

### SOPHOMORE YEAR.

Harmony.  
History of Music.  
Ensemble Playing.  
Solo Class, Recitals, and Concerts.  
Piano, Organ, Violin, or Voice (two half-hour lessons per week).  
English 2.

### SENIOR YEAR.

Counterpoint.  
Advanced History of Music.  
Pedagogy.  
Ensemble Playing.  
Solo Class, Recitals, and Concerts.  
Piano, Organ, Violin, or Voice (two half-hour lessons per week).  
German 2 or French 2.

# Schedule of Recitations, School of Music

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9.00	Harmony I	History I	History III	Harmony I	History I
10.00		History II			History II
11.00	Harmony III	Harmony II	Theory	Harmony III	Harmony II
12.00	Harmony I	Counterpoint		Harmony I	Counterpoint
1.30		Musical Analysis			Musical Analysis
2.30		Solo Class			
3.30			Choir Rehearsal		
5.00	Ensemble	Ensemble	Recital	Ensemble	Ensemble

## Department of Theory

## 1. Introductory Harmony and Ear Training.

Required of freshmen. Two hours a week for a year. Tuesdays and Fridays, 9 and 12.

Instructor Sams.

The course embraces the formation and recognition of major and minor scales, triads, and intervals, and all seventh chords. The harmonization of simple melodies employing simple or primary harmonies.

TEXT.—Tapper's *First Year Harmony*.

## 2. History of Music I.

Required of freshmen. Two hours a week for a year. Wednesdays, Saturdays, 9.

Professor Robbins.

A general survey of Musical History.

TEXT.—Hamilton's *Outlines of Musical History*.

## 3. Theory of Music.

Required of freshmen. One hour a week for a year. Thursdays, 11.

Instructor Penny.

History of notation; accent (natural and artificial); rhythm; tempo; embellishments, acoustics, and orchestral instruments are studied in this course.

TEXT.—Elson's *Theory of Music*.

## 4. History of Music II.

Required of sophomores. Two hours a week for a year. Tuesdays, Fridays, 10.

Dean Hagedorn.

The development of the art from ancient to modern times is shown, including the Greek modes, systems of notation, the Troubadours and Minnesingers, the beginnings of opera, the orchestra, the



symphony; and during the second semester special attention is given to the great masters and their influence on the development of music.

TEXT.—Henderson's *How Music Developed*.

## 5. Harmony II.

Required of sophomores. Two hours a week for a year.  
Wednesdays, Saturdays, 11.

Dean Hagedorn.

TEXT.—Foote and Spalding's *Modern Harmony*.

Figured basses and the harmonization of melodies, employing triads, diminished and secondary seventh chords, modulations, etc.

## 6. Advanced Harmony III.

Required of juniors. Two hours a week for a year. Tuesdays, Fridays, 11.

Dean Hagedorn.

TEXT.—Foote and Spalding's *Modern Harmony*.

Continuation of the harmonization of melodies, employing altered chords, all nonchordal elements, and pedal point. Harmony completed.

## 7. Musical Form and Analysis.

Required of juniors. Two hours a week for a year. Wednesdays, Saturdays, 1:30.

Professor Robbins.

TEXT.—Goetschius' *Lessons in Music Form*.

The course embraces analysis of the various musical forms; primary, song, rondo, sonata, and the fugue forms.

## 8. Counterpoint.

Required of seniors. Two hours a week for a year.  
Wednesdays, Saturdays, 12.

Professor Robbins.

TEXT.—Goetschius' *Exercises in Counterpoint*.

Counterpoint in the various species of two, three, and four parts.

## 9. Advanced History of Music III.

Required of seniors. One hour a week for a year. Thursdays, 9.

Dean Hagedorn.

The evolution of music; study of the symphonies, and other standard orchestral compositions.

## \*10a. Music Pedagogy.

Required of juniors. One hour a week for a year.

Mrs. Ferrell.

A course of lectures dealing with the principles and methods of piano instruction.

## \*10b. Music Pedagogy.

Required of seniors. Three hours a week for a year.

Mrs. Ferrell.

A course of lectures combined with practice in teaching under the direct supervision of the instructor, giving students immediate opportunity of testing the knowledge gained in the lectures.

## 11. Chorus and Choir Training.

Open to all students having good singing voices. Required of sophomore, junior, and senior students in voice culture and all regular music students having good singing voices. One hour a week for a year. Tuesdays, 8; Thursdays, 3:30.

Dean Hagedorn.

Tuesday evenings are the regular rehearsals of the Raleigh Choral Society in the College auditorium.

Thursday afternoons are the regular rehearsals of the College choir, composed of fifty-two selected voices. The best sacred music—consisting of hymns, chants, and anthems—is studied, and the choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons.

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\*Hours of recitation to be arranged.

## 12. Orchestra Class.

Open to all students who are sufficiently advanced in playing any orchestral instrument. One hour a week for a year. Wednesdays, 8.

Dean Hagedorn.

The best ensemble music is studied and several concerts are given during the year.

NOTE.—Courses 4, 5, 6, 7, 8, 9, 11, and 12 may count as electives toward the A.B. degree, and as such receive the indicated credit. Course 1, if followed by Course 5, may count toward the A.B. degree. The maximum credit allowed is six hours.

## Department of Pianoforte

PROFESSOR: RUTH J. L. ROBBINS.

ASSOCIATE PROFESSOR: MARY ELIZABETH FUTRELL.

INSTRUCTORS: RUBY GENEVIEVE PENNY.

BESSIE EMERSON SAMS.

JULIETTE LOVING.

MRS. WILLIAM JASPER FERRELL.

MABEL BOST.

The course of study in pianoforte includes all grades of exercises and compositions required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelligent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the student.

Students on entering are graded according to the quality, not the quantity, of past work.

## I. FRESHMAN.

Technical exercises for the development of flexibility and velocity. Practice of scales, chords, arpeggi, and passage work in various rhythms, selected studies in the grade of the following: Czerny,

*Op. 229; Krause, Trill Studies, Op. 2; Heller, Selected Studies; Bach, Little Preludes.*

Easy sonatas and other compositions by standard composers at the discretion of the teacher.

## 2. SOPHOMORE.

Technical exercises requiring a higher degree of velocity and mental and musical control. Practice of scales, chords, arpeggi, with various accents and rhythmical treatment.

Doering, *Octave Studies*; Cramer, *Selected Studies*; Bach, *Two and Three-part Inventions*; Czerny, *Op. 740*; Sonatas and other standard compositions of medium difficulty.

## 3 JUNIOR.

Special technical exercises for overcoming the difficulties met with in the works of classic and modern composers.

Kullak's *Octave School, Part I*; Clementi, *Gradus Ad Parnassum*; Kleinmichael, *Special Etudes, Op. 50. Books I and II*; Chopin, *Preludes*; Sonatas and Solo works by Beethoven, Schumann, Mendelssohn, and other compositions of merit, character, and excellence by composers of all periods.

## 4. SENIOR.

Advanced technical work continued.

Bach, selections from the *Well-tempered Clavichord*; special Etudes of different composers appropriate to this grade; Chopin, the easier Etudes; standard compositions by Beethoven, Mendelssohn, von Weber, Tschaikowsky, Brahms, Grieg, etc.

## 5. GRADUATE COURSE.

For those desiring to perfect themselves more fully in the technic and the artistic rendition of the more difficult Etudes of Chopin, Liszt, Henselt, Rubinstein, etc., and the larger and more important works of the entire range of piano literature, with special reference to working up a repertoire for public performance. Wide discretion will be exercised in selecting works to be studied.

## Department of Organ

RUTH J. L. ROBBINS, *Professor.*

The great and growing need for well trained church organists, and the inadequate means of instruction in this section of the country, justify us in our effort to provide the facilities necessary to enable persons of talent to prepare themselves fully for the responsible work to which a church or concert organist is called.

A large three-manual organ has been installed in the College auditorium. The instrument has three manuals, forty-one stops, and 2,068 pipes. It was built by Johnson, of Westfield, Massachusetts.

The course of instruction provides for a thorough training in all that pertains to a mastery of the organ for church or concert use, including drill in fundamental organ technic, special exercises in playing church music, voluntaries, improvization, registration, and the art of accompaniment. The course of study is designed to give a thorough acquaintance with the best composers of the different schools of organ music.

## Department of Violin and Stringed Instruments

GUSTAV HAGEDORN, *Professor.*

The training is according to the most modern and approved methods. Those sufficiently advanced are required to take part in orchestral work.

The general outline of study of the Violin Department is as follows:

### I. FRESHMAN.

Kaiser's *36 Studies*; Jacques Dont's *20 Progressive Exercises*; Schradieck's *Technical Studies, Book I*, and pieces to suit grade.

### 2. SOPHOMORE.

Mazas' *Studies, Op. 36*; Dont's *Op. 37, 24 Preparatory Exercises to Rode and Kreutzer*; Ries, *Op. 26, 15 Violin Studies*; Hrymali's *Scale Studies*. The easier sonatas and pieces.

## 3. JUNIOR.

Kreutzer's *Forty-two Etudes*; Campagnoli, *Op. 18, 7 Divertissements*; Meertz, *12 Studies for the Bow*; Dancla, *Op. 74*. Easier Beethoven and Mozart Sonatas, and Concertos by Rode, Viotti, and De Beriot.

## 4. SENIOR.

Fiorillo, *36 Etudes*; Rode, *24 Caprices*; Alard, *Op. 16*. Selections from Bach's Sonatas for Violin Solo; Modern Sonatas by Grieg, etc.; Concertos by Bruch, Mendelssohn, Spohr.

## 5. GRADUATE COURSE.

Gavinies, *24 Matinées*; Leonard's *Gymnastique du Violin*; Dont's *Op. 35, Op. 1, 25 Studies*; Modern Concertos by Godard, Molique, Vieuxtemps, Spohr, and Fantasies by Leonard, Wieniawski, Hubay, Wilhelmj; Sonatas by Sjögren, Huber, and the more difficult ones of Beethoven.

## Department of Voice Culture

HELEN MARIE DAY, *Professor*.

HARRIETTE LOUISE DAY, *Associate Professor*.

IVA LANIER PEARSON, *Instructor*.

The course includes such exercises as will give the student the proper use of the vocal organs, the control of the breath, the physiology of the vowels and consonants, the application of the words to music, etc. Students will receive the best possible drill in exercises for obtaining correct use and flexibility of the voice, and will be thoroughly instructed in the use of songs for the home, the requirements of the church, and for the concert stage.

## I. FRESHMAN.

Development of the chest; breath control and its influence on tone; breathing allied with attack, tone placing and tone formation; resonance; throaty, nasal, and white tones corrected; tremolo eliminated.

STUDIES.—Behnke and Pearce; Concone; Vaccai.

## 2. SOPHOMORE.

Exercises for breath control, tone placing, and tone formation continued. Exercises for the equalization of the registers; staccato tone and attack; sustaining tones and supporting the voice on the breath.

Studies by Concone and Vaccai; Easy songs in English.

## 3. JUNIOR.

Technical preparation; tone coloring; dynamics, the mezzo voce; the portamento; treatment of vowels and consonants; cadenzas, mordents, and trills.

STUDIES.—Concone in Italian; Abt and Marchesi; Songs in English.

## 4. SENIOR.

Flexibility; the broad dramatic, florid, *coleratura* styles; the pure legato; interpretation, style, and diction, expression, phrasing, and enunciation; stage presence.

STUDIES.—Italian Anthology of Song; the oratorio arias; excerpts from standard operas; songs from the German, French, Italian, and English schools.

Second, third, and fourth year vocal students in residence are advised to attend the rehearsals of the Raleigh Choral Society and required to become members of the College choir at the option of the Dean.

## Ensemble Playing

Ensemble playing is one of the most practical and useful experiences a student can have, as it improves the general musicianship, especially along the lines of sight-reading and accompanying. Self-control is cultivated by the necessity for careful listening, for steadiness of rhythm, and for quick adjustment to the artistic needs of the moment. To students who are backward in reading music at sight, this practice is invaluable.

Sophomores, juniors and seniors in the Piano Course will devote one hour each week to ensemble playing.

### Solo Class

As a preparation for recital and concert playing, a weekly solo class is held, at which all students enrolled in the regular course must appear. This class is of much value to those who are troubled with nervousness or timidity in performing before others. The meetings are of an informal character, and the student receives the benefit of a wider range of work than she alone is able to cover, and her ambition is kindled by observing the work accomplished by others.

### Students' Recitals

All music students are required to attend the weekly students' recitals and to take part in them when requested to do so by their teacher.

### Faculty Concerts

The Music Faculty give several concerts and recitals during the session, which are free to students of the Music School.

The students have frequent opportunities of hearing noted artists in concert and recital, which is of incalculable benefit to those pursuing a musical education.

The music students are expected to attend all concerts given under the auspices of the school.

### Choral Society

The Raleigh Choral Society is an organization of students and local residents, of which the Dean of the School of Music is Director. The Society numbers about one hundred and fifty members. An annual Festival is held in the Spring when a professional orchestra and the best available soloists are engaged and performances of great musical works are given.

The conditions of membership are a voice of fair effective-

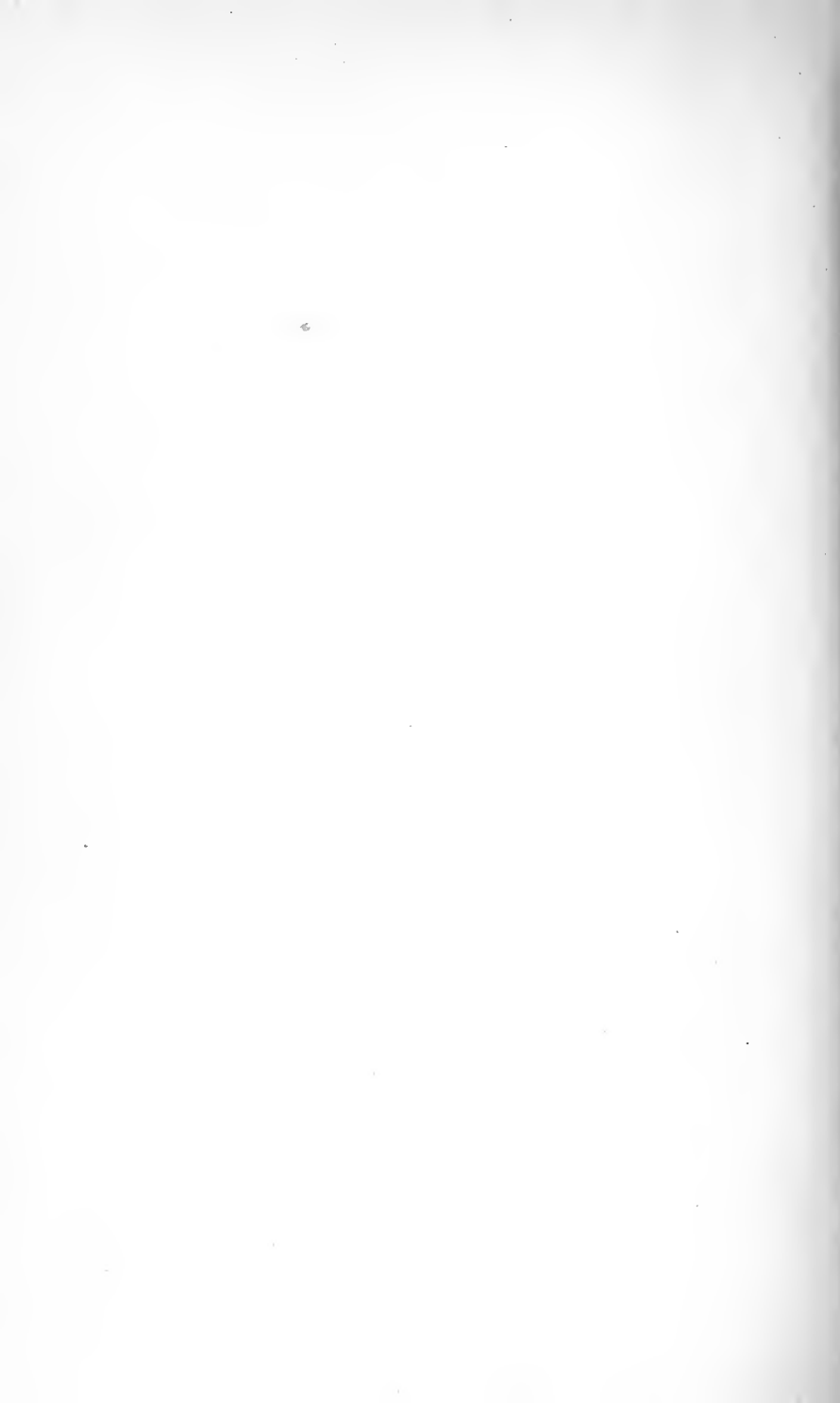


ness, a correct ear, some knowledge of notation, and regularity in attendance.

The annual dues are \$1.50.

### Music Supplies

Music students are expected to deposit a sum of money with the Dean of Music at the beginning of the session, sufficient to pay for sheet music and music supplies used. A ticket will be issued for each deposit, and unused coupons will be redeemed in full at the end of the session. Advanced students will deposit \$5.00; preparatory students, \$2.50.



# Register of Students

## School of Music

### Graduate Students

Blalock, Mrs. Sarah Lambert.....Cary  
Faucette, Margaret Augusta.....Raleigh.

### Senior Class

Boone, Olive Wharton.....Waynesville.  
Neal, Hallie May.....Monroe.  
Pearson, Iva Lanier.....Dunn.  
Poole, Karen Ann Ellington.....Clayton.

### Junior Class

DeLoatche, Mary Elise.....Norfolk, Va.  
Dixon, Lala Lucy.....Siler City.  
Elliott, Mary Alma.....Mackey's Ferry.  
Grimmer, Mae Frances.....Cape Charles, Va.  
Johnson, Katherine Campbell.....Thomasville.  
Knowles, Katherine Parker.....Mt. Olive.  
Parker, Janie Baldwin.....Mt. Gilead.

### Sophomore Class

Allen, Ruth .....Wadesboro.  
Best, Annalee .....Warsaw.  
Cooke, Oza Lee.....Franklinton.  
Fagge, Gertrude .....Leaksville.  
Floyd, Wrennie .....Fairmont.  
Gough, Caroline Melke.....Lumberton.  
Hall, Maude Estelle.....Fayetteville.  
Hancock, Katherine Gray.....Scotland Neck.  
Lambert, Alice Irving.....South Mill, Va.  
McIntyre, Mildred .....Lumberton.

Newton, Bertha Estelle.....	Salemburg.
Poole, Frances Belle.....	Clayton.
Tomlinson, Elizabeth Coleman.....	Fayetteville.

**Freshman Class**

Bell, Lorna .....	Wakefield.
Bland, Lorena Davis.....	Burgaw.
Britt, Eunice Stansel.....	Lumberton.
Caldwell, Annie Ruth.....	Lumberton.
Dunlap, Callie Virginia.....	Bonlee.
Garner, Mary Pierce.....	Mt. Olive.
Gordan, Corinne Park.....	Baskerville, Va.
Herring, Mattie Aniptha.....	Mt. Olive.
Hocutt, Rosa Beatrice.....	Ashton.
Ivey, Sallie Gray.....	Leaksville.
Lane, Eva Maud.....	Clio, S. C.
Miller, Ethel .....	Rowland.
Moore, Eleanore .....	Greensboro.
Neal, Josie .....	Monroe.
Norfleet, Cullen Nannie.....	Norfolk, Va.
Pridgen, Roberta Elizabeth.....	Kinston.
Pruette, Mary Olivia.....	Charlotte.
Saunders, Myrtle .....	Monroe.
Short, Annie Martha.....	Rocky Mount.
Stillwell, Laleah Pratt.....	Savannah, Ga.
Williams, Clyde Orma.....	Kenansville.

**Irregular**

Gaddy, Mattie .....	Wingate.
Griffin, Pauline Helen.....	Wendell.
Hamilton, Mary Myrtle.....	Shiloh.
Hobbs, Elizabeth .....	Clinton.
Mumford, Beulah Hester.....	Ayden.
Norris, Elia Rand.....	Holly Springs.
Norfleet, Hontas Zuliem.....	Norfolk, Va.
Wright, Nolia .....	Bunn.

**College Music Only**

Betts, Vivian Gray.....	Raleigh.
<i>A.B., Meredith College.</i>	
Betts, William Furman.....	Raleigh.
Boyd, Claude Monroe.....	Raleigh.
Broughton, Needham Bryant, Jr.....	Raleigh.
<i>A.B., Wake Forest College.</i>	
Camp, James Leonidas, Jr.....	Franklin, Va.
Camp, Lucy .....	Raleigh.
Carter, Mary Helen.....	Clayton.
Coker, Margaret Wilson.....	Franklinton.
Darden, Mabel .....	Raleigh.
Dewar, Gladys .....	Raleigh.
Durham, Ellen Mary.....	Raleigh.
Edmundson, Eunice Lee.....	Goldsboro.
<i>A.B., Meredith College.</i>	
Edmundson, Lois Mildred.....	Goldsboro.
<i>A.B., Meredith College.</i>	
Egerton, Laura .....	Asheville.
Fowler, Ella May.....	Raleigh.
Futrell, Mary Elizabeth.....	Scotland Neck.
Goodwyn, Vergie Alice.....	Raleigh.
Gower, Christine .....	Clayton.
Habel, Margaret Royster.....	Raleigh.
Haynes, Minnie Ruth.....	Mt. Airy
Higham, John Vincent.....	Raleigh.
Highsmith, Mamie .....	Fayetteville.
<i>A.B., Meredith College.</i>	
Holloway, Edna Earle.....	Raleigh.
Holman, Bertha Belo.....	Raleigh.
Horton, Dr. William Calvin.....	Raleigh.
Hunter, Callie Jackson.....	Raleigh.
Hunter, La Rue Walker.....	Cary.
Jones, Emma Moore.....	Raleigh.

Jordan, Robert Allen.....	Dunn.
Kearney, Mary Williams.....	Franklinton.
Keyes, Anna .....	Raleigh.
Martin, Joseph Byron.....	Raleigh.
Mills, John Maple.....	Raleigh.
Morris, Katibet .....	Clayton.
Myatt, Pearl .....	Raleigh.
MacDowell, Lillian Russell.....	Goldsboro.
Park, Frances Caroline.....	Raleigh.
Ray, Bessie Thomas.....	Raleigh.
Ray, Ruth .....	Raleigh.
Reynolds, Inez .....	Raleigh.
Rogers, Annie .....	Raleigh.
Rogers, Narcissa Grey.....	Raleigh.
Sams, Elizabeth Emerson.....	Raleigh.
Sargent, Mrs. Philip Sidney.....	Raleigh.
Shearin, Ada Louise.....	Rocky Mount.
Simms, Mrs. Virginia Egerton.....	Raleigh.
<i>A.B., Meredith College.</i>	
Smith, Rice .....	Raleigh.
Utle, Bessie Helen.....	Raleigh.
Withers, Margaret Elizabeth.....	Charlotte.
Winkler, Grace Ball.....	Raleigh.
Wrenn, Mrs. W. T.....	Raleigh.
Wynne, Annie Lee.....	Raleigh.
Yelvington, Mrs. Paul.....	Goldsboro.

### Summary

Graduates .....	2
Seniors .....	4
Juniors .....	7
Sophomores .....	13
Freshmen .....	21

Total .....	47
Irregulars .....	8
College music only.....	53

Students from other Schools taking College Music are as follows:

From College classmen.....	14
From the Academy.....	15
	—— 29

Grand total .....	137
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### Summary of Students Taking College Work

Classmen in College.....	115	
Special College .....	2	
Students from other Schools taking one or more courses in the College .....	65	
	<hr/>	182
Classmen in Elocution.....	6	
Special Elocution .....	1	
Students from other Schools taking work in Elocution.....	18	
	<hr/>	25
Classmen in Art.....	4	
Special in Art.....	1	
Art only .....	12	
Students from College electing Art.....	1	
Students from Academy electing work in Art.....	10	
Students from other Schools taking work in Art History..	33	
	<hr/>	61
Graduates in Music.....	2	
Classmen in Music.....	45	
Irregulars in Music.....	8	
College Music only.....	53	
Students from other Schools taking work in College Music..	29	
	<hr/>	137
Total .....		405
Deducting students counted in more than one school.....		156
	<hr/>	
Total .....		249

### Summary by States

North Carolina .....	232
Virginia .....	12
South Carolina .....	2
Georgia .....	2
Maryland .....	1
	<hr/>
Total .....	249







# **MEREDITH ACADEMY**



## Faculty of Meredith Academy

LUCY DICKINSON, *Principal*,

VASSAR COLLEGE.

ENGLISH.

VIVIAN GRAY BETTS, A.B.,

MEREDITH COLLEGE.

LATIN—FRENCH—HISTORY.

LOUISE COX LANNEAU, A.B.,

MEREDITH COLLEGE, A.B.; STUDENT WAKE FOREST COLLEGE; COLUMBIA UNIVERSITY.

SCIENCE.

\*.....

MATHEMATICS—GERMAN.

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\*Vacancy to be filled.

## Admission

It is the desire of the College Faculty and Board of Trustees to coöperate with the high schools and academies throughout the State, to lend them all possible assistance, and to receive their students upon their recommendations. But since many schools in North Carolina do not offer the fourteen units for admission to Meredith College, it is often necessary for students to prepare for college in Meredith Academy.

The Academy has been put in the A class of accredited schools by the State Inspector of High Schools.

### \*Expenses Each Semester

#### Tuition

First and second years.....	\$25.00
Third and fourth years.....	30.00
Preparatory Department, School of Music:	
Piano .....	\$15.00, \$20.00, and \$25.00
Violin .....	15.00 and 25.00

#### Table Board

Main Building .....	\$60.00
East Building .....	33.75

#### Room Rent

Including light, fuel, and water:

Main Building—	{	Front rooms and two-girl rooms...	\$17.50
	{	Other rooms in Main Building....	15.00
Faircloth Hall .....			15.00
East Building .....			12.50
South Cottage .....			11.25
North Cottage .....			11.25

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\*For full statement of payment of fees, etc., see page 26.

**Fees**

Matriculation fee (applied on Semester's bill).....	\$10.00
Library fee .....	1.00
Lecture fee .....	.75
Gymnasium fee .....	1.00
Medical fee .....	2.50
Piano rent, one hour daily.....	4.50
Piano rent, each additional hour.....	2.25

The graduating exercises of Meredith Academy are held each year on the Friday preceding the Commencement week of Meredith College. For 1913-1914 this will be May twenty-second.

**Outline of Course, Meredith Academy**

**First Year**

*Latin 2..... 4 hours.	Physiology 1 (a)..... 4 hours.
English 1..... 4 hours.	Physical Geog. 1 (b) ... 2 hours.
Mathematics 1..... 4 hours.	

**Second Year**

Latin 2..... 4 hours.	Mathematics 2..... 4 hours.
English 2..... 4 hours.	History 2..... 4 hours.

**Third Year**

Latin 3..... 4 hours.	Mathematics 3..... 4 hours.
English 3..... 4 hours.	History 3..... 4 hours.

**Fourth Year**

Latin 4..... 4 hours.	English 4..... 4 hours.
Modern Languages..... 4 hours.	Physics 4..... 4 hours.

---

\*This course will require one or two years, according to the ability and previous training of the student.

## Schedule of Recitations

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9.00	Latin II Latin IV	Latin II	Latin IV	Latin II Latin IV	Latin II Latin IV
10.00	Physiology History II English III German	Physical Geography History II English III German	Physiology History II English III German	Physical Geography History II English III German	Physiology English III
11.00	History III Mathematics I	History III English IV Mathematics I	History III English IV Mathematics I	History III English IV Mathematics I	English IV
12.00	English II Latin III Physics	English II Latin III Physics	English II Latin III	Physics	English II Latin III Physics (Lab.)
1.30	English I Mathematics II French	English I Mathematics II French	English I Mathematics II French	English I Mathematics II French	Physics (Lab.)
2.30	Mathematics III	Mathematics III	Mathematics III		Mathematics III



## Courses of Instruction

### I. Latin

#### 2. Forms and Simple Sentences.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 9.

Declensions, conjugations, pronunciation, and principles of syntax. Translation and practice in writing simple English into Latin. Reading aloud according to Roman method of pronunciation. Translation from hearing as well as at sight from the printed page.

This course will require one or two years, according to the ability and previous training of the student.

TEXT.—*Latin for Beginners* (D'Ooge).

#### 3. Cæsar—Composition.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

Books I, II, III, IV of Cæsar's *Gallie War* (Bennett).

Latin Grammar (Allen and Greenough).

Prose Composition (Baker and Inglis, *High School Course in Latin Composition*).

One hour a week.

#### \*4. Cicero—Composition.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 9.

Six orations of Cicero (Bennett).

Latin Grammar (Allen and Greenough).

Prose Composition (Baker and Inglis).

One hour a week.

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\*This class is taught by Professor Loomis.

## II. Modern Languages

### 1. French—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30.

TEXTS.—Fraser and Squair's *French Grammar, Part I. La Tache du Petit Pierre. La Mère Michel et son Chat. Le Tour de la France par deux Enfants.*

Work done from other texts of same grade will be accepted.

### 2. German—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 2:30.

TEXTS.—Harris's *Lessons in German. Marchen und Erzählungen. Glück Auf. Immensee.*

Work done from other texts of same grade will be accepted.

## III. English

### 1. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30.

COMPOSITION.—Practice in oral and written composition three times a week. Sykes's *Elementary English Composition* (Scribner's Sons). Spelling, Sandwick and Bacon's *High School Word Book*.

LITERATURE.—Bunyan's *Pilgrim's Progress*, Longfellow's *The Courtship of Miles Standish* and *Evangeline*, Stevenson's *Treasure Island*.

### 2. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

COMPOSITION.—Practice in oral and written composition two times a week. Hanson's *English Composition* (Ginn & Co.) will serve as a review in grammar and in sentence structure, and will suggest definite composition work for pupils. Frequent spelling drills.

LITERATURE.—Irving's *Sketch Book*; Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Scott's *Ivanhoe*; *Lives of Great English Writers* (Houghton, Mifflin & Co.).

### 3. Composition and Literature.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 10.

COMPOSITION.—Short themes, three times a week, during the first half year. Longer themes, once a week, during the second half year. Brooks and Hubbard's *Composition-Rhetoric*, Part I (American Book Co.). Frequent spelling drills.

LITERATURE.—Poe's *Poems and Tales*; Tennyson's *Idylls of the King*; George Eliot's *Silas Marner*; Shakspeare's *Merchant of Venice* and *Julius Cæsar*.

### 4. Composition and Literature.

Four hours a week for a year. Wednesday, Thursday, Friday, Saturday, 11.

COMPOSITION.—Three paragraph-themes alternating with long themes each week throughout the year. Brooks and Hubbard's *Composition-Rhetoric*, Part II. Frequent spelling drills.

LITERATURE.—Shakspeare's *Macbeth*; Macaulay's *Life of Johnson*; Burke's *Speech on Conciliation With America*; Milton's *Minor Poems*; *Lives of Great English Writers*.

N. B.—(1) In preparing students for college or for life, emphasis should be placed on composition work based on experience and observation rather than on *literary criticism*.

(2) *Teacher's Outlines for Studies in English*—Blakely—(American Book Co.) will be found very helpful to busy high school teachers.

## IV. Mathematics

### 1. Arithmetic and Algebra.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First Semester. Arithmetic.

A thorough drill in the principles of arithmetic and the application to practical problems will be given, beginning with interest.

TEXT.—Milne's *Standard Arithmetic*.

Second Semester. High School Algebra to Fractions (1-2 unit).

The four fundamental operations; simple equations; formulas for multiplication; division by binomial factors; factoring, including highest common factor and lowest common multiple.

This course presupposes a thorough knowledge of practical arithmetic, including fundamental operations (especially of common and decimal fractions and circulating decimals), compound numbers, percentage applications (with and without time), and extraction of square and cube root.

TEXT.—Milne's *Standard Algebra*.

2. High School Algebra through Progressions (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 2:30.

Fractions, including complex fractions, ratio and proportion; simple equations, both numerical and literal, with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and integral; quadratic equations, numerical and literal, with one or more unknown quantities, and problems depending on them; the progressions, with problems depending on them.

TEXT.—Hawkes, Luby and Teuton's *Complete School Algebra*.

3. Plane Geometry (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 2:30.

The usual theorems and constructions of good text-books, the solution of numerous original exercises, and the application to the mensuration of lines and plane surfaces.

TEXT.—Hort and Feldman's *Plane Geometry*.

## V. History

2. Ancient History to 800 A. D.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10.

First semester: Oriental Nations, Greece.

Second semester: Rome.

Besides the work in the text-book, there is collateral reading in the library each semester of at least two hundred pages. Notes from this reading are taken in ink in a loose-leaf note book. Selected outline maps are filled in. The second semester there are occasional special history papers. Written lessons, or tests, are given every few weeks throughout the year.

All of the written work follows the printed *Directions for Written Work in History as used at Meredith College and Meredith Academy*.

TEXTS.—West, *Ancient World*; McKinley, *Outline Atlas of Ancient History*; *Current Events*.

### 3. English History.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The supplementary work is similar in every way to that of the second year, but more advanced.

The *Directions for Written Work in History* are carefully followed.

TEXTS.—Cheyney, *A Short History of England*; Trenholme, *Outline of English History*; McKinley, *Outline Atlas of English History*; *Current Events*.

## VI. Natural Science

### 1. (a) Physiology and Hygiene (1 unit).

Four hours a week for a year. Tuesday, Thursday, Saturday, 10, and a fourth hour to be arranged.

This course embraces the general structure of the body, digestion, circulation, respiration, and the nervous system and general hygiene.

TEXT.—Martin's *Human Body*, *Briefer Course*.

### 1. (b) Physical Geography (1-2 unit).

Two hours a week for a year. Wednesday, Friday, 10.

This course is devoted to a detailed study of the land forms and physiographic factors.

TEXT.—R. S. Tarr's *New Physical Geography*.

## 4. Physics (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note books.

TEXT.—Coleman's *Elements of Physics*.

# Register of Students

## Meredith Academy

### Academy IV

	<i>County.</i>
Bird, Rosella .....	Wayne
Britt, Augusta .....	Robeson.
Bryan, Pauline McKay.....	Harnett.
Crater, Effie Belle.....	Surry.
Dunn, Bessie Joe.....	Stanly.
Garvey, Margaret Hilda.....	New Hanover.
Haywood, Mary Livingstone.....	Montgomery.
Hosler, Frances Everett.....	Virginia.
Johnson, Mary Lynch.....	Wake.
Jones, Mattie Lillie.....	Union.
Lunn, Sarah Isabelle.....	South Carolina.
McLamb, Lula May.....	Sampson.
Marsh, Lorena Wayne.....	Union.
Maynard, Margaret Lillian.....	Wake.
Medlin, Mary Woodward.....	Wake.
Mitchell, Zeula Clyde.....	Franklin.
Norwood, Oma Cola.....	Wake.
Nye, Mary Thomas.....	Robeson.
Odum, Mae Verona.....	Wake.
Olive, Grace Carlton.....	Wake.
Reddish, Mary Lillian.....	Wake.
Smith, Una Allen.....	Wake.
Upchurch, Maude Lee.....	Wake.
Vann, Elizabeth Rogers.....	Wake.
Webb, Muriel Elodie.....	Carteret.
Webster, Carolina Carter.....	Chatham.
Wiggs, Estelle Thomas.....	Wake.

*County.*

Wilkins, Margaret Blount.....	Cumberland.
Williams, Mildred .....	Robeson.
Williams, Pauline Jeanette.....	New Hanover.

**Academy III**

Alford, Ora Alice.....	Wake.
Andrews, Beulah Augusta.....	Alamance.
Bailey, Esther Wiggs.....	Wake.
Barnes, Andrew Virginia.....	Robeson.
Barnes, Bertha .....	Robeson.
Baucom, Lillian Irene.....	Wake.
Boone, Nina .....	Guilford.
Campbell, Viola Allen.....	Iredell.
Davis, Annie Estelle.....	Buncombe.
Ferrell, Mary Lois.....	Wake.
Harrill, Bertha .....	Cleveland.
Hooker, Sina Potter.....	Pamlico.
Jordan, Alma Lora.....	Chatham.
Jordan, Annie Silton.....	Transylvania.
King, Vera Margaret.....	Wake.
Linkhaw, Marie Ellen.....	Robeson.
McIntyre, Lillian .....	Robeson.
Murphrey, Mary Jarvis.....	Washington.
Owen, Grace Baldwin.....	Sampson.
Page, Nellie Ruth.....	Wake.
Parker, Gladys Cornelia.....	Stanly.
Parker, Ina .....	Stanly.
Poteat, Helen Purefoy.....	Wake.
Prevatte, Beulah .....	Robeson.
Reece, Lucy Virginia.....	Surry.
Reynolds, Lulie Snow Virginia.....	Wake.
Sams, Robert Loduska.....	Madison.



*County.*

Vernon, Carrie Sue.....	Alamance.
Walton, Annie Lenora.....	Wake.
Williams, Jessie .....	Wake.
Womble, Noy Ellen.....	Wake.

**Academy II**

Armfield, Annie Laurie.....	Union.
Ashley, Jessamine Dixon.....	Robeson.
Bullock, Annie Belle.....	Robeson.
Farrior, Hettie Pickett.....	Wake.
Floyd, Lela Belle.....	Robeson.
Harpe, Elma Green.....	Wake.
Harrison, Eva Ruth.....	Wake.
Hartzog, Willie McCall.....	South Carolina.
Hollowell, Sallie Mae.....	Hertford.
Hunt, Eva .....	Lee.
Hunter, Malvina Elizabeth.....	Wake.
Lis, Ernestina .....	Cuba.
Lloyd, Annie Tazewell.....	Orange.
Marley, Catherine Hill.....	Robeson.
May, Ruth .....	Carteret.
Pierce, Mary Garrett.....	Bertie.
Ray, Lillian Inez.....	Wake.
Whitaker, Nellie Etta.....	Franklin.
White, Mary Melissa.....	Guilford.
Woodley, Annie Estelle.....	Tyrrell.
Wright, Janie Hazel.....	Anson.

**Academy I**

Dunn, Frances Juanita.....	Florida.
Edwards, Lena Lee.....	Wake.
Fisher, Crosby .....	Sampson.
Kirkpatrick, Marion .....	Wake.

*County.*

Lafferty, Mary Cornelia.....	Cabarrus.
Lowry, Annie May.....	Wake.
Lowry Carrie Belle.....	Wake.
Spigener, Lucile .....	Wake.
Thompson, Elgettie Orion.....	Wake.
White, Lela .....	Sampson.

## Summary

Fourth year .....	30
Third year .....	31
Second year .....	21
First year .....	10
	<hr/>
Total .....	92

Students from other Schools taking work in the Academy are as follows:

From College classmen.....	28
From Music classmen.....	14
	<hr/>
	42
	<hr/>
Total .....	134

## Preparatory Music Only

Allen, Virginia Caroline.....	Raleigh.
Barrow, Lena Rogers.....	Raleigh.
Brown, Isabel .....	Raleigh.
Bynum, Frank .....	Raleigh.
Carroll, Manly Eugene.....	Raleigh.
Cooper, Carrie Rebecca.....	Raleigh.
Cooper, Mary Louise.....	Raleigh.
Ervin, Annie Laurie.....	Raleigh.
Gosney, Hilda Jackson.....	Raleigh.
Gowan, Olivia .....	Raleigh.
Holloway, Kenneth .....	Raleigh.
Holloway, Miriam .....	Raleigh.
Horton, Lillian Myatt.....	Raleigh.
Horton, Savon Ion.....	Raleigh.
Jones, Lucy Penelope.....	Raleigh.
Kitchin, Elizabeth Gertrude.....	Raleigh.
Ray, Mary Sumter.....	Raleigh.
Reaves, Mamie .....	Raleigh.
Riddick, Narcissa Daniel.....	Raleigh.
Robertson, Mrs. Elbert Grey.....	Raleigh.
Sheets, Ruth Litchford.....	Raleigh.
Smethurst Mattie Elizabeth.....	Raleigh.
Smith, Katherine .....	Raleigh.
Stevens, Katherine Lawrence.....	Raleigh.
Strickland, Lois Frances.....	Raleigh.
Thompson, Samuel .....	Raleigh.
Timberlake, Agnes Cotton.....	Raleigh.
Williamson, Gladys Mial.....	Raleigh.
Womble, Alberta Holmes.....	Raleigh.

## Primary and Kindergarten Music

Andrews, Augusta Ford.....	Raleigh.
Blacknall, Ella Taylor.....	Raleigh.
Calvert, Elizabeth Aston.....	Raleigh.
Calvert, Martha Adeline.....	Raleigh.
Cross, Elizabeth Murray.....	Raleigh.
Davis, Mariott Betts.....	Raleigh.
Denton, Vivian Elizabeth.....	Raleigh.
Dewar, Susan .....	Raleigh.
Dowell, Horace Kirby.....	Raleigh.
Dunn, Marion .....	Raleigh.
Farrior, Mary .....	Raleigh.
Garvin, Marion Lee.....	Raleigh.
Grimes, Jane McBee.....	Raleigh.
Harden, Elizabeth Pullen.....	Raleigh.
Harding, William Thomas, Jr.....	Raleigh.
Harper, Sara Croom.....	Raleigh.
Hellig, Margaret Cotton.....	Raleigh.
Holloway, Margaret Frances.....	Raleigh.
Hunter, Margaret Eugenie.....	Raleigh.
Jenkins, Mildred .....	Raleigh.
Keyes, Margaret .....	Raleigh.
King, Leola May.....	Raleigh.
Knox, Agatha .....	Raleigh.
Knox, Katherine Baird.....	Raleigh.
Litchford, Ann .....	Raleigh.
Marks, Susie McGee.....	Raleigh.
Marshall, Ethel Norris.....	Raleigh.
Moseley, Meredith .....	Raleigh.
Norwood, Mary Elizabeth.....	Raleigh.
Park, Dorothy .....	Raleigh.

Parker, Josephine .....	Raleigh.
Phelps, Irene Elizabeth.....	Raleigh.
Riddick, Anna Ivey Jones.....	Raleigh.
Rogers, Laruth .....	Raleigh.
Sales, Evelyn Jackson.....	Raleigh.
Sales, Ruth Audrey.....	Raleigh.
Sams, Willie Mae.....	Raleigh.
Smith, Lillian Murray.....	Raleigh.
Ward, Ann Virginia.....	Raleigh.
Wilson, Mary Bertram.....	Raleigh.
Wood, Margaret Lee.....	Raleigh.
Yarborough, Katherine Louise.....	Raleigh.

### Summary

Preparatory Music only.....	29
Primary and Kindergarten Music.....	42
Total .....	<hr/> 71

Number of students from other Schools taking work in Preparatory Music:

From college classmen.....	13
From Art .....	1
From the Academy.....	30
	<hr/> 44
Total .....	<hr/> 115

### Summary of Students Taking Academy Work or Preparatory Music

Academy .....	92
Students from other Schools taking work in the Academy....	42
Preparatory Music .....	71
Students from other Schools taking work in Preparatory Music.	44
	<hr/>
Total .....	249
Deducting names counted more than once.....	86
	<hr/>
Total .....	163

### Summary by States

North Carolina .....	158
Virginia .....	1
South Carolina .....	2
Florida .....	1
Cuba .....	1
	<hr/>
Total .....	163











SERIES 6

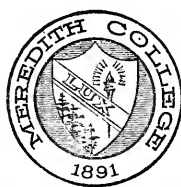
MAY, 1913

NUMBER 4

# MEREDITH COLLEGE

## QUARTERLY BULLETIN

1912-1913



Published by Meredith College November, January, March and May

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under the act of Congress of July, 1894.



# MEREDITH COLLEGE

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MAY, 1913

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## School and College Standards.

(From the February number of the Tennessee College Bulletin,  
by permission.)

At the Conference of the Southern Baptist Education Association, held in Nashville, January 24-26, 1913, a committee made the following report on standards. A paper read by President S. P. Brooks was used as a basis.

We recommend the following definitions of various classes of schools as the expression of this convention. We also recommend that all our schools having Baptist affiliation conform to these definitions as rapidly as possible.

---

## What An Academy Should Be:

First, It should maintain at least a four year course above the seventh, or preferably, the eighth grammar grade.

Second, It should require for graduation at least fourteen standard units.

Third, It should have a working library of elementary reference works and should have all the laboratory equipment necessary to perform all of the experiments demanded in any standard school textbook for the courses offered in the sciences.

Fourth, Instructors should not teach more than twenty hours per week in the class room.\*

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\*From eighteen to twenty-five is the maximum number of class room hours a week required of teachers in standard secondary schools. The number of hours varies with the subject taught and with the number of pupils. In the best schools, teachers of English who have from 85 to 100 pupils do not have *more* than eighteen hours of class room work; and no teacher has *more* than 120 pupils in any subject.—*Editors of Meredith College Bulletin.*

Fifth, Students should not recite more than twenty recitations per week.

Sixth, Instructors should be full graduates of colleges of the first class, or teachers of proved ability and training.

Seventh, Its curriculum should be equivalent to the following:

English .....	3	units
Foreign languages .....	3	units
Mathematics .....	2½	units
History .....	2	units
Science .....	1	unit
<hr/>		
Total .....	14	units

Eighth, Its courses of study should be grouped into not fewer than five departments, with a teacher exclusively at the head of each. These departments might well be, English, Ancient languages, Modern languages, History and Civics, Mathematics, Science—making 6 teachers where Science is taught. If a school should have less than 100 students, the departments could be reduced to four.

### **What a Junior College Should Be:**

First, It should require not less than 14 standard units for entrance.

Second, It should add thereto two years of college work, or 15 sixty minute hours per week of recitation each year.

Third, If courses are offered in Science above the Academy, then it should have laboratory equipment sufficient for all the experiments called for by such courses.

Fourth, It should maintain at least five departments, with a professor exclusively in charge of each. In the nature of the case, other teachers would be required. They might be assistant professors, or instructors in more than one department each. As speedily as possible, such schools should go from five to six

and seven and even more, full professors. The library and laboratories should not lag in constant growth.

Sixth, No teacher should be required to do more than twenty hours per week of class room work.

Seventh, No student should be required to do more than 15 hours of class room work per week, unless a student is a conditioned freshman with only half of his work in advance. A student may take in addition to 15 hours a given amount of music or other Fine Arts.

Eighth, The equipment of the teachers should be approximately equal to that of college teachers.

---

### **What a College Should Be:**

First, It should require at least 14 standard units for entrance.

Second, It should require for graduation, the completion of four years' work of 36 weeks each. During each year the student may not complete more than 18 hours except when making up conditions. Should the college have four quarters of twelve weeks each, then a student may graduate in less than four years above the academy.

Third, The number of class room hours per week for each teacher should not exceed twenty.\*

Fourth, Each head of a Department should hold at least a Master's degree from a standard college, or have attained marked and proved success as a teacher.

Fifth, It should possess a library of at least 5,000 volumes, especially bearing upon the subjects taught in the college.

Sixth, Its laboratory equipment should be sufficient to perform all of the experiments called for by the courses offered in the Sciences.

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\*In standard colleges the number of class room hours a week varies from six to twenty, according to the subject taught. Instructors in English composition with a hundred students should not have *more* than nine hours of class room work; and teachers who give mainly lecture courses should not have more than fifteen hours a week.—*Editors of Meredith College Bulletin.*

Seventh, A college should maintain at least six separate departments, with a professor in exclusive charge of each. The number should be speedily increased to meet the evergrowing demand. This is true both as to full professors and also other instructors.

Eighth, No professor should teach in both the college and the Academy, except such subjects as may be offered for either entrance into college or for college credits. In such cases, the number of college professors should exceed six.

Ninth, The college should be separate from any academy or preparatory school, to the extent of separate faculties; and no student having fewer than twelve units may take any college subject for which credit is given toward graduation.

Tenth, The college should have an income of at least \$20,000 from either or all of Tuition, Fees, Rent, or Endowment. This does not include charges for Board.

The following amendment was offered by Geo. J. Burnett of Tennessee and adopted:

Sixty hours of work shall be required for the bachelor's degree, provided the student shall not take more than eighteen hours per week.

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### **What a University Should Be:**

There are several institutions in the South owned by Baptists, called Universities. In the highest and best sense, they are not real Universities, nor with our own present resources can any of them be such. Under existing charters their names can not be exchanged without great loss of property. It is the mind of your committee that at present no effort be made to establish a real University in the South for the Baptists, but that as soon as means can be had commensurate with the needs of such an institution it should be built.

(Signed)

E. G. TOWNSEND, Dean, Baylor College.

W. E. EVERETT, Dean, Tennessee College.

D. J. EVANS, Professor of Old Testament,

William Jewell College.



R. G. PATRICK, President, Judson College.

W. L. POTEAT, President, Wake Forest College.

This report was unanimously adopted.

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## College Entrance Requirements in English from the Point of View of the College.

ELIZABETH AVERY COLTON, PROFESSOR OF ENGLISH IN  
MEREDITH COLLEGE.

Summary of remarks made at the High School Conference held at the University of North Carolina, May 1-3, 1913.

If my experience had been limited to my three years as an instructor in Freshman English in a Massachusetts College, I should probably discuss *College Entrance Requirements in English from the Point of View of the College* in the way Professor Walker intended me to do when he assigned me this topic; but my five years' experience as a teacher of English in a North Carolina College leads me to emphasize college entrance *preparation* in English, which is not always synonymous with entrance *requirements*.

At Wellesley, as my students came almost entirely from well-organized four-year secondary schools (preceded by eight or nine elementary grades) where experienced college-trained teachers had enough time to drill pupils in the essentials of English composition, I found the recommendations made by the National Conference on Uniform Entrance Requirements in English perfectly satisfactory. My different experience at Meredith does not lead me to find fault with the requirements, but rather to deplore the conditions in many of our North Carolina schools which apparently are such that teachers have not time to give pupils sufficient training in English to prepare them for freshman work in college, much less for *life*.

Teachers of English in secondary schools have long complained that they have not been allowed sufficient freedom of choice in the selection of masterpieces to be read and studied. The National Conference on Entrance Requirements in English have, I feel sure, never considered that any particular magic

was attached to their list of recommended masterpieces; but at first they deemed it advisable to be comparatively definite in stating the minimum amount of supervised reading which a candidate for admission to college should have completed. And the fact that for several years past a selection of ten could be made from forty masterpieces, including five plays of Shakespeare, seven books of essays, nine novels, an allegory, an autobiography, and seventeen poems, or collections of poems, shows that they did allow a little individual preference on the part of the teacher. Then, too, the Conference assumed that these ten masterpieces, wisely selected and properly taught, might cultivate an appreciation of the leading types of literature. And the four masterpieces recommended for "careful study" during the *fourth* high school year were suggested on the principle that after a taste for good reading had been acquired, a student might get an even deeper appreciation of the art of literature by studying the form, style, and the exact meaning of words and phrases in at least one drama, oration, essay, and poem.

The same principle holds in regard to the recommendations for 1914-1919; but the Conference, feeling that a greater freedom of choice might now be allowed, suggests a list of nearly two hundred masterpieces, or collections of masterpieces, from which as heretofore, ten are to be selected for "careful reading." And the new list for "careful study" allows a choice of four out of fourteen, instead of four out of six or seven as formerly. The high school teacher of English, therefore, can no longer complain of restricted individuality in the selection of masterpieces; the college, however, will no doubt continue to criticise not the requirements, but the way the requirements are taught.

As I have already implied, the college has found the old requirements satisfactory whenever the preparation has included the proper emphasis on English composition as well as on appreciation of literature—so far as such appreciation can be developed in pupils of high school age. But in very few of our North Carolina high schools have English teachers "rigorously exacted correct spelling and grammatical accuracy in connec-

tion with all written work", nor have their pupils thoroughly mastered "the principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole compositions including letter writing." It is, of course, a great misfortune not to be able to thrill at the exquisite music of Milton's "lofty rime"; but it is, from the point of view of the college—and I should think from any point of view—an even greater drawback not to be able to write a coherent sentence or a unified paragraph. But in the past the requirements in composition have been largely lost sight of, and the *wider* choice now allowed in the selection of masterpieces will not greatly affect the student's ability to write good English. That will always depend on the teacher, the pupil, and the organization of the school.

But the National Conference on Uniform Entrance Requirements in English continues to emphasize training in composition. At its last meeting, the Conference voted in favor of a college entrance test on composition and grammar distinct from the test on literature, and urged "increased emphasis on punctuation, spelling, and the other essentials of good writing." It further recommended that individual colleges take such steps as might be found necessary to ascertain whether candidates for entrance possessed an adequate equipment in oral English. These recommendations, unfortunately, will not greatly affect Southern colleges, for we do not give an entrance test even on literature. But it is to be hoped that our high school teachers of English may be led to throw all possible emphasis on "the difficult art of composition", by means of which, in Stevenson's words, "the main business of life is carried on."

But until more of our secondary schools allow English teachers time for careful, constructive criticism of daily, or weekly, themes, the college can hope for no marked improvement in the preparation in English of candidates for the freshman class. If conscientious and competent teachers are allowed time to drill pupils in written work as well as to help them interpret some of the great literary masterpieces, the prepara-

tion will be as satisfactory as the requirements. But though this is still in North Carolina an ideal to be worked for, there are a few matters, of greater or less importance, which might be remedied even under existing conditions. In the first place teachers could even now devote a proportionate amount of time to composition training. They need not spend a whole year reading *The Vicar of Wakefield*, or *A Tale of Two Cities* aloud to their classes, or in having their pupils do the reading. And they could require pupils to return *corrected* even the few themes they have had time to criticise.

It would be advisable, too, for them not to attempt to teach Burke's *Speech on Conciliation with America* and *Lycidas* in the eighth grade, or to have ninth grade pupils read *The Scarlet Letter*. As the Meredith pupils from the high schools where these innovations were enforced showed greater lack of thoroughness than those who came from schools where the simpler *Vision of Sir Launfal* and *Lady of the Lake* were read in the eighth grade and *Ivanhoe* or *Silas Marner* in the ninth, I would suggest that *The Scarlet Letter* should not be introduced in the high school curriculum and that *Lycidas* and Burke's *Speech* be left, as directed by the Conference, for the fourth year of the high school.

And I would also suggest that high school English teachers should not attempt in the last high school year to teach fourteen masterpieces. The following masterpieces were reported by the principal of a well-known North Carolina secondary school as having last year been "carefully studied" in the fourth year of his school: *Macbeth*, *Sir Roger de Coverley Papers*, *Julius Caesar*, Franklin's *Autobiography*, *The Deserted Village*, *Sohrab and Rustum*, Macaulay's *Life of Johnson*, Irving's *Life of Goldsmith*, *Merchant of Venice*, Poe's *Poems*, Milton's *Minor Poems*, Burke's *Speech on Conciliation with America*, *Gareth and Lynette*, and the *Passing of Arthur*; and for parallel reading *The Vicar of Wakefield*, *A Tale of Two Cities* and *Silas Marner* were required. Naturally the pupils in this school do not have training in theme-writing; indeed, I should not think they had time for any study besides literature! And

yet the Meredith pupils from this school are seldom able to write a passing paper.

On the whole, then, it would seem better to adhere to the recommendations made by the Conference of English teachers, and to devote the last high school year to frequent practice in theme-writing and to the study of only four masterpieces. And this advice holds whether pupils are going to college or not; all the more, I think, if they are not to have college training in composition and literature.

Another weakness in preparation in English, which is quite as fatal as the over-crowding of the course, is caused by allowing pupils "to complete their English when they have failed in, or dropped, all supposedly more difficult subjects." In support of my own experience, I quote here a passage from an address by Dr. John Bell Henneman, delivered before the 1908 annual meeting of the Association of Colleges and Secondary Schools of the Southern States:

"It is unreasonable to suppose that a student has fulfilled the requirements and is prepared in English when he is in arrears in advanced school subjects like mathematics and Latin. Weakness in these, I have found, invariably reveals, weakness in the one or two branches the pupil is supposed to have passed. \* \* This is why, I fancy, professors in scientific courses in universities not demanding from pupils the full quota of mathematics and preliminary language work, whether Latin or not, find their pupils, while nominally passed, often wretchedly deficient in the foundations of English speech."

But, perhaps, the leading complaint college English teachers have to make against high school English teachers is due to the high school custom of giving grades of 90 or 95 to pupils who are not prepared to do freshman college English. Judging from the grades reported at Meredith, secondary school teachers rarely give in English or history a lower grade than 90; and very few Meredith freshmen who have received in English during their high school course as low a mark as 90 have this year been able to make a passing grade; and some who proudly boasted a grade of 95 in high school English have fallen below

70. I therefore beg high school teachers of English when grading to take into consideration more largely the composition work of their pupils, and occasionally to mark a pupil as failed.

In conclusion, I wish again to compare my experience at Wellesley and at Meredith. At Wellesley I taught approximately one hundred freshman a year; and eight was the maximum number who failed any one year. At Meredith, however, where the admission requirements in English are nominally the same, where the freshman course is far less difficult, and where the grading is somewhat less rigid, more than a third fail, or are dropped back into the third or fourth academy year. Some with high school diplomas have failed to pass the work of even the third academy year. And this state of affairs will, no doubt, continue until teachers of English are allowed time for criticism of themes. Secondary school teachers of English may not dare "to strike" for more time, but if they refused to pass all pupils who could not write correct sentences and paragraphs, high school principals might feel the necessity of allowing them time to do their work thoroughly.

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## **How to Utilize the School Library in the Teaching of High School History.**

MARY SHANNON SMITH, PROFESSOR OF HISTORY, MEREDITH COLLEGE.

Summary of remarks made at High School Conference held at the University of North Carolina, May 1-3, 1913.

Before discussing the library phase of high school history it may be well for us to understand just what history is and what we believe its purposes to be in the general course of study. In its broadest aspect history is all that has happened of which we have a record. In that which relates to the association of man with his fellows the material is so vast that it has been grouped in various types of histories, as constitutional, military, diplomatic, economic and industrial. Until recent times the study of the earlier types has predominated, but for the last few years the emphasis is being increasingly placed on material that has to do with economics and industry. With the indus-

trial revolution, which followed the invention of machinery in the eighteenth century, the world became dynamic, so that one moment, near or remote, affects every part of our civilization. The purpose in teaching, then, should be to make the student intelligent and alive to his environment, and also to enlarge his sympathies and interests until he feels a kinship with all humanity, while its ultimate result should include not only the culture of the individual but his social efficiency in the community and in the larger life of the world.

Just a word, too, about the general method of teaching. Memory work in history is out of date. The student should get the evidence as to facts and then think this over for himself, organize it, and express it. \*A history professor in one of our strongest universities has said that a man should no more continually weigh down his mind with all the facts of history than a contractor should carry a lumber yeard about with him. The aim of the training is ability to look up and get hold of the salient points of a subject when needed. Such a history course cannot be taught from a text book only; it requires a library, for no one authority can give a student a comparative view of earlier or present thought.

The first inquiry about the history library is, what books are there? What type predominates, military, or economic and industrial? Who are the authors? for history is being largely re-written. Second, what books are absent that should be there; how can the school get them; who selects the books? At present too few of our mature high school teachers have themselves had adequate library training in history or are in touch with the thorough work of modern scholars, while our young teachers with the training, lack the judgment that comes with maturity. Then there is the important matter of how the books are cared for and protected from the dust, and yet made easy of access to the students; the adoption of some simple method of cataloguing the books, and recording those taken out.

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\*McMurry, *How to Study and Teaching How to Study*; E. C. Moore, "Improvement in Educational Practice", *School Review*, May, 1913. pp. 323-333.

In the use of books there is the informational and inspirational side, which is the fascinating part of the study; that is, the getting in vital touch with the past and present, with the thoughts and ideals that have functioned in action so that you assimilate them and make them your own. If the world is growing in interest with each year one should have little difficulty in getting others to read; but the teacher has a further responsibility, and that is to direct, guide, and interpret that reading. If he is just from college he should realize that he must know his students and then adapt his work to them.\* To awaken an interest, particular books may be described and short selections of prose and poetry read. After a brief explanation, hold a definite book up in the class and ask, "Who would like to take this over night?" In the library, even though small, there should be good secondary histories; source material for illustration; biography; and some well illustrated books.

Until an interest is aroused and the students are reading, little more can be done. Afterward the standard may be raised by degrees, but it should always be remembered that there are various types of thought and qualities of ability in every class. Gradually different forms of discrimination may be suggested. First, one in subject matter, showing the varied sides of life, bringing out not only the military or governmental side, but also the social, religious, and industrial life of the people. Another day there might be a talk on the personality of the author and his credibility as a writer; his own training; the material used; his temperament; and whether he seemed open-minded or prejudiced. Students should learn that printing a statement in a book does not make it true. Again, current history found in newspapers, magazines, or pamphlets may be used to make real similar contemporary accounts of events that happened long ago. The class should come to realize that while human nature remains the same, the organized life of society and the beliefs and ideals of men change.

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\*Edward Channing, "Teaching of American History in Schools and Colleges." *History Teacher's Magazine*, May, 1913, pp. 121-123.



On the side of note taking there should be definite directions as to the technical matters, which soon can be made habits, so that the student may be free to put himself into what he writes. It helps to hold the class to a minimum amount of outside reading for each term, small enough for the slow readers but with a daily time allotment for study, so that the more rapid workers will continue their daily notes to the end of the term. On this technical side there should be the friendliest co-operation with the department of English Composition. It should be known whether the students have acquired ease in the use of a library and in finding the material in a given book by the use of the index and table of contents. It is of course supposed they are familiar with the art of using the dictionary and encyclopaedia. With this technical side fairly acquired comes the real problem. How to take notes! Both teacher and student may get definite and helpful suggestions from such books as Perry, *Punctuation Primer* (American Book Co., 30 cts.); Murray, *How to Study and Teaching How to Study* (Houghton Mifflin Co.); Hartwell, *The Teaching of History* (Houghton Mifflin Co., 1913, 35 cts.); and from almost any good rhetoric. The real work of the student comes in the daily practice of first finding what he is looking for, and then selecting the significant point of the subject. It is right here that most of the difficulty will come. The teacher, as has been said, should stress the assimilation of the thought by the student, its organization and natural expression in his own words. This process may be illustrated in part by what happens when one hears a fine sermon, an address, or a live political debate, and later discusses it with a friend, although even here all three processes may be imperfectly done.

In conclusion, the work in the library functions in the class by the required outside reading; by assigned topics reported orally; by occasional special history papers; and by examinations. Its lasting result should be to give each student a feeling of growth and freedom, and when properly directed should make him more efficient; but he must in some way use his knowledge if the benefit is permanent.

## How the Freshman Writes—and Why

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WILLIAM HARVEY VANN, COLUMBIA UNIVERSITY.

Some Observations on the Teaching of English Composition in Southern Preparatory Schools.

A young Professor of English sat by his table reading. For some time he had been thus engaged; but presently, glancing up at the clock, he closed the book and laid it on the table with a sigh.

For there before him lay a pile of themes, which must be corrected and returned to the Freshman class on the morrow. The professor gazed upon them with feelings of distaste, which soon deepened into resentment. Why should he have to correct those papers? Why should anybody? What was the use of it all, anyway? Most of the boys didn't know anything about how to write, and never would; his efforts in that direction had been well-nigh useless. But nevertheless he got out his blue pencil and took up the task, pausing after each one was laid aside to record in a book what was supposed to be a true valuation of the worth of that composition.

Some half a dozen or more had been accorded this treatment, and the young professor was already growing exceedingly weary, when suddenly he smiled and broke almost involuntarily into a hearty laugh, at a sentence which met his gaze: "When I first got here I was put in the room with a six-footed giant from the mountains."

When his amusement at this seemingly horrible monster, which was in reality nothing more terrible than a tall young Freshman, had subsided somewhat, the professor paused to add this to a collection of similar distortions of the English language. And glancing over them he noted others equally ridiculous, which served as reminders of various occasions when

the monotony of theme correcting had been relieved by such merriment.

They were of varied kinds, those Freshman products. One boy spoke of his "usual breakfast of harmony and beef." Another had been very enthusiastic over the "manasuary" at the circus. A third considered something to be "absolutely ascential" to success; while yet another thought that the proper mark of punctuation in a certain sentence was the "cemicoland." Some specimens of their orthography would have startled even the most ardent advocates of reformed spelling: a "washtan", part of the furniture in a room; the meeting "ajjurns"; the "sients" of chemistry, and the "adams" of which elements were composed. Verily, we should no longer hesitate to adopt Franklin's ultra-phonetic "yf" for "wife."

Many of the most amusing of the mistakes were caused by confusion in regard to the sounds and uses of certain words. Instances of this were, "the appearance of the *"surrounded country"*"; "the *doom* of the building"; "a lovely *pastorial* scene." One young hopeful began his theme with a stanza from *The Ancient Mariner*, which he thought could be "amply" quoted in that connection. The same author referred to himself as being "in an awkward, *implacable* position", and was also responsible for the expression "*copious* rocking chairs." A choice selection of that variety was the statement that the elephant is "the largest animal now *extinct*."

It was indeed strange, mused the professor, the ideas to which these Freshman had been trying to give expression. Some so-called themes, indeed, were apparently in no way related to any ideas whatever, rather emanating from the entire absence of gray matter. One conception of the principle of coherence was that "ideas should glide into each other without jolt." The following were given as subjects for exposition: "Eating bananas; How fast train 37 runs; Married life in the city." And consider the horrible plight of the hero who was "in love with a girl, and they were engaged to be married. He was also subject to fits." These ideas could hardly be said to "glide into each other without a jolt." Two students, in whose produc-

tions that lack of coherence was so painfully evident, wrote more truly than they reckoned (when they reckoned) when they gave their conception of coherence as meaning "consistency: degree of destiny", and "coherence means the derangement of ideas." Their unconscious veracity was excelled only by that of a student in a well-known preparatory school in New England, who, when asked to write an appreciation of Touchstone, replied, "My opinion of Touchstone is that of any ordinary fool."

There were also some wild guesses at examination questions. "We should advance no irrelevant ideas that do not tend to bring out the main thought", said one: other kinds of irrelevant ideas were presumably all right. Another stated that "digressions are necessary to preserve untiy", and "all thoughts should be digressed in the same manner." Or occasionally a student would wax philosophic and compound a proverb, such as, "Put your shoulder to the wheel and you will soon climb to the top of the ladder."

The young professor laughed again; but his mirth was followed by a feeling almost of melancholy. For there was something pathetic about it all, that such things should be written by boys supposed to be prepared for college English. Was this all that his efforts were amounting to? Or was the fault solely his; might it not be that their preparedness was a supposition only? If so, how came it that they all had certificates of proficiency, with such really inadequate preparation? This train of thought determined him to make an investigation into their high school work; and it is the results of this, with some of the thoughts suggested by it, that he wishes to set forth here.

It is undoubtedly true that a large proportion of the mistakes made by students are due to poor preparation. Their training in composition work is woefully insufficient. Many students who were especially poor in writing said they had "never done any composition work in the high school." Others said that they wrote compositions not oftener than every two or three weeks; and in most cases these compositions were not returned to them corrected, so that the students remained in blissful

ignorance of their mistakes. So did the teacher, likely enough. Small wonder is it, then, that such students enter college with no idea of how to write. Not only do they fail to express themselves clearly, but their writing is incorrect and often unintelligible. Many students are lacking in a clear conception of what constitutes an English sentence.

But why are they allowed to graduate from the high schools thus deficient in the elementary principles of paragraphing, spelling, and punctuation? Is it because the teachers themselves are unaware of such deficiency? This may be the case in many instances; but in most schools, we must believe, the fault cannot be attributed to incompetency of the teachers. Students undoubtedly often gain their diplomas by unfair means. Cheating is prevalent in a considerable proportion of our high schools. Often those who have been considered star pupils prove to be below the average when they enter college.

This is a sad state of affairs; yet the question of dishonesty does not especially concern written work. We must conclude that deficiency in this is largely the result of insufficient time and attention to composition work on the part of the teachers. It is much easier, as well as much more pleasant for both teacher and pupil, to skim over a poem or a play of Shakspeare, than to devote the time to drill in grammar and rhetoric, and spend the time out of school in correcting themes. One boy, who upon entering college did not know how to write an English sentence, said, "They didn't make us write compositions any much, but we read *Romeo and Juliet*, *Merchant of Venice*, *Hamlet*, and about seven or eight more of Shakspeare's plays." *Hamlet*, when he could not possibly have expressed his ideas of the play, even if he had any!

We pause here to raise the question whether the colleges themselves are not partly to blame. In their eagerness to raise the standard and add to the entrance requirements, are they not setting a pace too fast for our secondary schools? The college entrance requirements were formulated by Northern teachers, and were designed for graduates of the high-grade Northern preparatory schools. For such they may be all

right; for the South they are certainly too high. The high school student who can get anything out of Chaucer, Carlyle, Emerson or Browning is not often found in the South,—and there are few in the North either, we must believe. In the effort to complete a long list of classics, the work done is necessarily more or less superficial, and the enforced reading of so many books may result in a distaste for good literature on the part of the student. The “Amherst idea” seems to be a wise step in the direction of simplifying courses of study. Would it not be better for our Southern colleges to require less for entrance, especially in English, and insist upon thoroughness in what they do require?

Perhaps in our search for the true cause of such conditions we may go further yet, and inquire if the trustees—those who have in charge the appointment of teachers—are not also responsible. It is a most deplorable fact—yet nevertheless it is a fact—that often pressure is brought to bear upon teachers by members of the school board, to compel them to pass certain students. There are few who will not pass a student, even against their better judgment, when they are aware that failure to do so will result in the loss of their position. Some teachers, who know of these conditions, will not accept a place where there is such a school board; and consequently inferior instructors are employed. The day when our school system is entirely freed from the influence of politics will mark the dawn of a new era in education.

But whether the members of the school boards take undue advantage of their position, or are not careful in the selection of teachers; or the teachers, either through ignorance or carelessness, neglect the proper training in composition,—both trustees and teachers seem unmindful of the importance of such training. Composition is the one elementary branch which will afford the student much practical aid in after life. Latin, Mathematics, History, Literature, all have their place; each plays an important part in a student’s mental training. But when he goes out into the world, his knowledge of Caesar, Cicero or Virgil will not aid him in securing a position; his

prospective employer will not ask him to solve a quadratic equation; his understanding of conditions in Rome during the Empire, or the date of the battle of Hastings, will be of small concern to the business or professional man. Nor yet will the world care to be told anything about *The Lady of the Lake*, *Macbeth*, or *Il Penseroso*. What will be of prime importance, however, is that the student shall be able to speak and write correctly. It is just this kind of training in which so many boys coming from high schools are deficient, and which many of them, lacking in the proper foundation, will never be able to acquire.

Until the people of the South are awakened to a realization of the importance of public school education, these conditions are likely to continue. It has been estimated that only one out of twenty in the lower schools ever goes through the high school; only one in four who finish the high school attends college; and only one in five of those entering college continues until graduation. So out of every four hundred students in the public schools, only one will ever be a college graduate. And yet we are spending on an average more than \$170.00 on each student in the state university, while the farmer's boy has expended upon him a mere pittance—less than \$6.00. No wonder that ignorance is so widely prevalent!

New England is known throughout the land as the home of culture; the South has been for many years synonymous with ignorance. We do not have to go far to find the reason. The average length of the public school term in New England is 180 days; in North Carolina, 109 days. Their teachers are paid \$64.00 a month; ours receive \$36.00. And while each child in New England has expended upon his education \$42.00 a year, his brother in the South receives less than \$6.00. Nor are conditions in other Southern states much better. It is in the lower schools that the foundation must be laid; without a foundation, we can scarcely hope to build a superstructure in the college.

Now this is not intended to be an arraignment of our secondary school system in its entirety. With the majority

of the students the preparatory schools do good work. Many come to college whom it is a real pleasure to teach. But those who write best are in every instance students who have received special training in composition, or who have naturally a liking for literature, and have learned to express themselves by reading the English classics. It is with the students who do *not* like to write that the high schools are failing to do their duty. And it is only in justice to these boys and girls that they receive this training: not only because it is essential to further progress in college, but because most of them, as we have seen, are unable to attend college, and will be seriously handicapped in life.

What, then, may be done to secure better preparation in English? In the first place, more writing should be required of the students. Written work should be done regularly: at least once a week, and twice a week if possible. Even daily theme work, short paragraphs on topics of every day interest, would not be amiss. Especial emphasis should be placed on written work in the early years.

The teacher many inquire, How much of the time given to English should be devoted to training in composition? As a noted educator of a Northern state remarks, "In Utopia, little or none"; for the ability to express one's thoughts should come naturally. But unfortunately, we do not live amid ideal surroundings. And while ease and elegance in style may never be attained by practice in writing—in fact, these qualities can come only from wide and intelligent reading, which should never be forced upon a student—we can at least insist upon correctness, clearness and accuracy. All may not write well, any more than all may run well; but we should all learn to walk, and he who is unable to write with a fair degree of accuracy and correctness will be crippled as seriously as the man who cannot walk. No one can learn to run without first learning to walk; and ability to walk or to run comes to the beginner only after long and constant practice.

As the student progresses, less written work may be required, but it should be continued throughout the high school course at least once a week. It may be correlated with his literature



by the assignment of subjects suggested by his studies in that subject. *The Merchant of Venice*, *Julius Caesar*, *Lady of the Lake*, *Silas Marner*, *Ivanhoe* and other classics furnish abundant material, and a student can thus gain valuable training in expressing an opinion on what he has read.

These themes should be carefully read and returned to the student with corrections noted. If possible, they should be gone over in consultation with him. He should be made to realize his mistakes and the importance of remedying these faults, but a word of encouragement whenever possible will help. Then the student should rewrite his theme, wholly or in part, making corrections wherever necessary. If this plan can be carried out, good results are sure to follow.

This paper has been written, of course, from the college professor's point of view, and may be somewhat lacking in its appreciation of the problems which confront teachers in our secondary schools. Its purpose has been simply to discuss conditions as they appear in certain parts of the South rather than to set forth particular theories or advocate special reforms. If there is any one thing which can effect ultimately a solution of the whole problem, it is a general recognition of the vital importance of proper training in composition. Surely then the teachers would realize their duty to teach students not only to write correctly, but to understand why this will be of greatest benefit to them; and surely the trustees will see to it that the teachers employed will perform this duty.

IF—yes, *if* conditions were more nearly ideal, the task of the college teacher of English would be much easier, and there would have been no occasion for writing this article. Conditions will never be ideal, but they may be vastly improved if the authorities can be made to realize the importance of secondary school education. More money should be devoted to the public schools, and better teachers engaged, thus providing a sure foundation. The control of these schools should be entrusted only to high-minded men: men above the petty politics of the times, men who are conscious of the responsibility of their position and the duty they owe, not only to the boys and girls

themselves, but to the State as well, to provide a thorough training for its future citizens. They should see to it that the teachers in our secondary schools are adequately paid, and that the work is not neglected. These teachers should realize the importance of training in composition, for those who are to enter college, even more for those who must go out in life without further schooling, and should insist upon clearness, correctness and accuracy of expression, which can be attained only through constant practice in writing. Knowledge and appreciation of literature can come later.

May the day soon dawn when these much-needed reforms can be effected. Then, and not until then, will the colleges be able to lead our boys and girls along the highways of learning into an appreciation of all that is truest and best in literature and in life.

SERIES 7

NOVEMBER, 1913

NUMBER 1

# MEREDITH COLLEGE

QUARTERLY BULLETIN

1913-1914

COMMENCEMENT NUMBER



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# MEREDITH COLLEGE

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NOVEMBER, 1913

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## Inter-Society Evening.

The Astrotekton and Philaretian Societies held their annual joint meeting on Saturday evening, May 24. The two society songs were used as processional. After the long lines of girls had marched in, given the different society calls, and taken their seats, Dr. Vann made a few introductory remarks. Miss Gertrude Horn, president of the Philaretian Society, presented Miss Oza Lee Cooke, who played beautifully two organ selections.

The medal-winning essays were next read by the winners. Miss Mary Steele, who was awarded the Carter-Upchurch medal for the best essay from the Astrotekton Society, came first. Her paper on "The Celtic Renaissance" showed much careful investigation. Miss Sallie Martin's paper on "The Influence of Literature on the French Revolution" won the Minnie Jackson Bowling medal from the Philaretian Society.

Dr. J. Y. Joyner presented the medals to these young ladies in his usual interesting manner. Hon. Locke Craig had been expected to do this, but on account of sickness was unable to be present.

After Miss Karen Anne Ellington Poole had sung the Intermezzo, from "Cavaleria Rusticana," in her sweet soprano voice, the members of the societies were followed by the audience to the society halls and enjoyed a delightful reception.

## **Commencement Sunday.**

The exercises on Sunday, May 25, gave momentum to the commencement program. Always an attractive feature of this day is the customary processional, composed of the graduating class in scholastic cap and gown, followed by the trustees, the faculty, the student body and alumnae, dressed in white.

The baccalaureate and missionary sermons this year were preached at the First Baptist Church by Dr. Charles H. Dodd, pastor of the Eutaw Place Baptist Church, Baltimore. Dr. Dodd is recognized as one of the most pleasing and forceful speakers in the American pulpit. His theme for the baccalaureate sermon was "Some Questions One Dares Not Ask." He presented four supreme questions that must arise in every human life—questions about God, life, human suffering and the life of the future. For consolation in these unfathomable mysteries, he pointed to the life and personality of Jesus the Christ.

His theme for the missionary sermon in the evening was "The Satisfied Christ." This, as well as the sermon of the morning, was a powerful discourse, and was received with deep appreciation on the part of the immense audience which had gathered there for uplift and inspiration.

The music by the college choir, directed by Dean Hagedorn, was, as usual, most excellent morning and evening. The rendering of the Hallelujah Chorus, which is growing into an institution for commencement Sunday at Meredith, was beautiful and effective.

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## **Class Day.**

Perhaps the most attractive, and certainly the most original and amusing part of commencement, was the Class Day Exercises given by the Seniors of 1913 on Monday morning,

May 26. In honor of their patron saint, Saint Patrick, the program was an Irish one; the programs were printed in green, and Irish airs were used for the songs.

Between two rows of loyal Sophomores, bearing the traditional daisy chain, the Seniors entered, wearing white dresses with green trimmings, and took their places on the platform, which was banked with evergreens and ferns. After the song of welcome by the class, Miss Sallie Camp, the class president, greeted the audience, and gave them a hearty welcome. A witty song to the Sophomores was followed by the report of the statistician, Miss Minnie Nash, who gave a most amusing calculation as to the combined weight, height, growth and energy of the entire class. Among the songs given by the class as a whole, the "Scotch Melody in Honor of the Junior President" and "Education III" were the most mirth-provoking. The prophesy, sung by Miss Hallie Hester to Irish melodies, was another original feature, as was also the will, read by Miss Bessie Johnson.

Fitting gifts were presented to the classes by Misses Hallie Neal, Bertha Carroll and Gertrude Horn; the Juniors were especially favored by two gifts: the crook and a fierce black kitten to guard it, as it was thought that the original mascot might be getting old and inefficient. Miss Lucy Middleton received from Miss Royster the Athletic Cup which the Seniors had won in the Inter-class Basketball Series, and to the college the class presented two beautiful casts of Greek sculptors in the original size for the adornment of the Main building hall. This gift was received on behalf of the trustees by Mr. W. N. Jones, president of the board.

After a song of tribute and farewell to the college, the Seniors joined the Sophomores in singing "Alma Mater" as they left the chapel. The planting of the ivy on the campus and the singing of the ivy song appropriately concluded the exercises.

## Art Exhibit.

On Saturday afternoon of commencement week an exhibition was given in the Art Studio, showing the admirable work done by Miss Lucy Middleton, of Warsaw, N. C., and Miss Euphemia Watson, of Maxton, N. C., both diploma graduates from the Art Department.

Aside from performing with credit the thirty-three hours of literary work required, these graduates found time to do a remarkable amount of work along the art line, which, by its quality, reflected great credit upon themselves and their instructor, Miss Poteat. Originality was shown in their work, which was done in various mediums. Variety in choice of subject was apparent. There were landscapes, fruit, flower and still-life studies, tapestry paintings, cast drawings, and studies from life.

In Miss Middleton's collection, "Form and Color," and "Sketch Near Country Club," received honorable mention. Miss Middleton also had the distinction of being Art Editor of *Oak Leaves* for 1913.

A fruit study by Miss Watson was especially good. Among her studies from life, "Swing Low, Sweet Chariot," was much admired; also, a "Sunrise at Sea," done from memory, was highly commended.

The hours of the exhibition were very pleasant socially. Many relatives and friends of the graduates were received and served with frozen punch.

On Monday afternoon there was the usual general exhibit, in which were seen the work done by all the students throughout the year. The many visitors to the studio were delighted with the display from both departments. The china painting was considered dainty and beautiful; this had been done under the direction of Miss Anna Pridgen.



## **The Alumnae Meeting, 1913.**

In Faircloth Hall on Monday afternoon of commencement week, the alumnae held their annual meeting. The attendance was greater than at any meeting in the past, and each alumna seemed enthusiastic in her loyalty toward Alma Mater. Miss Barrus, the president of the association, presided. Several amendments to the constitution were adopted, the most important being the one admitting certificate graduates to the association as associate members.

The reports of the officers were most gratifying. It was reported that Miss Dickson, the secretary of Meredith Clubs, had organized nine clubs. Miss Thompson's report showed that the finances of the organization were in good condition, and Miss Boyd, the corresponding secretary, stated that handbooks and letters had been sent to all members for the purpose of stimulating interest in the association. The reports of committees were received and adopted. That of the Nominating Committee recommended the following officers for 1914, who were all elected:

President, Miss Jennie Fleming.

Vice-President, Miss Louise Lanneau.

Recording Secretary, Miss Margaret Bright.

Corresponding Secretary, Miss Emily Boyd.

Treasurer, Miss Ella Thompson.

Secretary of Clubs, Miss Minnie Middleton.

The Class of 1913 was received into the association, and the retiring officers were tendered a vote of thanks for their loyalty and efficiency in serving their Alma Mater during the year just closed. Each member present felt that her enthusiasm for Meredith and her interest in the alumnae had been greatly strengthened through attending the reunion; and each resolved not only to come back herself next year, but to urge every member to make the reunion of 1914 still larger and more enthusiastic.

## **The Annual Concert.**

The College Auditorium proved entirely inadequate to accommodate all those who were anxious to attend the annual concert, which was unusually attractive. An innovation was the singing of Gounod's Cantata Gallia, in which the chorus was accompanied by the Meredith College Orchestra, Miss Karen Anne Poole singing the solo parts with much taste and musical appreciation.

Of the orchestra numbers, the Grand Selection from Madam Butterfly deserves special mention because of the apparent ease with which the difficulties were overcome. This body of instrumental players is fast becoming a factor in Raleigh's musical activities.

One of our State papers contains the following detailed account of the concert:

"The annual concert given by the School of Music on Monday evening was pronounced by musical critics a really high-class performance. Dean Gustav Hagedorn and his associates in the faculty have certainly shown remarkable skill in the discovery and development of musical talent, both vocal and instrumental, in the student body. The renditions of the College Orchestra were superb. The vocal selections by Miss Karen Anne Ellington Poole and Miss Iva Lanier Pearson were indeed charming. The piano solos by Misses Katherine Knowles, Mary Alma Elliot and Mae Frances Grimmer were revelations of instrumental harmony. The violincello number by little Miss Mary Ray showed fine skill for one so young and evoked hearty applause. The entire program was worthy of our great school and of the overflowing audience that assembled on this occasion."

PROGRAM.

Coronation March from the Opera *Folkunger* ..... *Kretschmar*  
MEREDITH COLLEGE ORCHESTRA.

Villanelle ..... *Del Aqua*  
KAREN ANNE ELLINGTON POOLE.

Barcarolle ..... *Philipp*

Papillons ..... *Olsen*  
CATHERINE PARKER KNOWLES.

Funeral Cortege of a Marionette ..... *Gounod*  
MEREDITH COLLEGE ORCHESTRA.

Song } ..... *MacDowell*  
Witches' Dance }  
MARY ALMA ELLIOTT.

For All Eternity ..... *Mascheroni*  
IVA LANIER PEARSON.  
Violin Obligato: MR. J. J. THOMAS.

Violincello: Andante ..... *Soechting*  
MARY RAY.

Concertstück, Op. 79 ..... *Weber*

Tempo di Marcia

Presto giojoso

MAE FRANCES GRIMMER,

with Orchestral Accompaniment.

Sevilliana ..... *Massenet*  
PAULINE GRIFFIN.

Grand Selection: *Madam Butterfly* ..... *Puccini*  
MEREDITH COLLEGE ORCHESTRA.

Gallia (Motet for Soprano Solo, Chorus and Orchestra) ..... *Gounod*  
MISS IVA LANIER PEARSON, Soprano.

THE MEREDITH COLLEGE CHOIR AND MEREDITH COLLEGE ORCHESTRA  
under the Direction of Dean Gustav Hagedorn.

## Graduation Day.

The commencement exercises marking the close of Meredith's fourteenth year culminated in the graduating exercises of Sunday morning, the 27th. The college has never sent out a finer, more interesting, more promising class than that of 1913. The twenty-one graduates entered the auditorium, which was crowded with their friends and relatives, at 10:30 a. m.; following them came the speakers of the day, the board of trustees, the faculty and the alumnae, of whom an unusually large number, more than half of all previous graduates, were present.

After the singing of "All Hail the Power of Jesus' Name" and the invocation, the choir sang "Make a Joyful Noise," a beautiful anthem, composed by the Dean of the Music Department, Mr. Hagedorn.

The address of the day was delivered by Dr. J. Herman Randall, pastor of Mt. Morris Baptist Church, New York City, and a lecturer and writer of note. With forceful delivery, magnetic presence, clearly outlined thought and deep seriousness, Dr. Randall brought an inspiring message to his audience. In developing his subject, "The Symmetrical Life," he declared that such a life has four dimensions: depth, which is measured by our thinking; breadth, which is measured by our sympathies; length, which is measured by our deeds; and height, which is measured by our aspirations. The purpose of education is not the acquiring of culture as such, but the building of this symmetrical life. Speaking at length on each of the points in this sharply defined outline, Dr. Randall gave an address remarkable for clearness of expression, depth of thought, and power in holding attention united, with intense seriousness of aim. The theme was one especially well suited for the speaker's purpose, the inspiring of the eager young lives composing the larger part of his audience.

After the address came the presentation of diplomas and conferring of degrees, followed by Dr. Vann's address to the graduates, which was marked by the expression of his deep interest in the spiritual life of the students leaving college for the more complex problems of life.

When the choir and audience had joined in singing the college hymn, Rev. C. E. Maddry, pastor of the Tabernacle Church, presented each of the graduates with a Bible, a custom which has been followed for many years. Mr. Maddry spoke briefly but most appropriately of the great store of knowledge contained in the Book of books. At the conclusion of the exercises, "A Mighty Fortress in Our God" was sung with the enthusiasm and fervor that Luther's great hymn inspires.

#### THE GRADUATING CLASS.

*Bachelor of Arts.*—Minnie Viola Alderman, Sallie Shepherd Camp, Bertha Lucretia Carroll, Lucy Ellen Grindstaff, Harriet Laura Herring, Hallie Elizabeth Hester, Annie Highsmith, Gertrude Cecilia Horn, Bessie Frank Johnson, Sallie Merriam Josey, Bernice Christiana Kelly, Maude Memory, Minnie Nash, Margaret Olinda Newton, Mary Susan Steele.

*Diploma in Elocution.*—Edna Prevatte.

*Diploma in Art.*—Lucy Middleton, Euphemia Livingston Watson.

*Diploma in Voice.*—Hallie May Neal, Iva Lanier Pearson, Karen Anne Ellington Poole.

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### The Personality and Lordship of Jesus.

Baccalaureate Address by PRESIDENT RICHARD TILMAN VANN,  
Meredith College, May 27, 1913.

You have elected to take your college course in an institution whose dominant purpose is the extension of the Lordship of Jesus Christ over this world. Your Alma Mater endeavors

to embody His spirit, and as He has sent her into the world, even so is she sending you. So your diplomas not only represent a grade of scholarship but they bear the seal of a divine commission.

Now you have given evidence that you are in sympathy with this high purpose, and have shown a willingness to serve. But service, I need not remind you, derives its impetus and also its highest value from character. The servant means vastly more than the service. In this particular, there seems to have been a change of emphasis in some modern pulpits, and also in the pews. Formerly the emphasis was commonly laid on living and being; now, it is frequently placed on giving and doing. This is probably due to the new activities in all lines and to the strenuous demand for quick and large results. But whatever the cause, the consequences will be hurtful unless we remember that any results are likely to be deplorable which are the product of bad character.

A few months before his death, Mr. J. Pierpont Morgan said under oath that character, and not financial credit, was the basis of all business. This is probably true in the world of finance, and is certainly true in the realm of religion.

But in your view and in mine, the highest character is the fruit of the spirit of Jesus in the individual soul. And by the spirit of Jesus, we mean the spirit of God Almighty. So I want to urge that you give your chief care to establishing and maintaining vital relations with Him.

Now, it has probably never occurred to you to question either the historical personality or the deity of Jesus, and you are not likely ever to do so. But we may as well admit and remember that both His deity and His actual existence have been vigorously assailed, and that by scholarly men, some of them even more or less devout. This attack seems to have been localized formerly in Germany, France and England. But it has also opened up with spirit in certain parts of this country; and not long ago a professor of philosophy

in a Southern University took the field and leaped at once to the forefront of the battle line.

The point of attack is the personality of Jesus. And failing in one assault, these critics have tried a second and a third, each with a change of front, but all with the same ultimate purpose, viz., to destroy the Biblical story of the Christ. First, they sought to make this story conform to their rationalistic conception of Him. Defeated here, the bolder ones undertook to change the story. And this they began by eliminating John's Gospel entirely and arraying Paul against Jesus. But then they found it necessary to expurgate the other three gospels, cutting out whatever did not fall in with their theories. Finally and most logically, in my judgment, a third section of this same school, applying the standards of criticism set up by their predecessors, proceeded to eliminate Jesus Himself and entirely, as a historical personality. So, starting with the conception of a good-hearted Galilean peasant, of limited knowledge but of a pious and mystic turn, they have compared and analyzed and criticised and eliminated trait after trait and feature after feature of this Jesus till not a trace of Him is left; no manger, no ministry, no miracle, no Calvary, no tomb, not even His grave clothes.

One writer informs us that "the Jesus legend is an Israelitish Gilgamesh legend, sister to most of the Old Testament legends." ("Legend," you notice, is a favorite term of theirs in referring to Biblical narratives.) And so, "Jesus has never lived on earth, neither has He ever died." The Biblical picture of Him, we are told, grew up entirely out of myths and legends, Hebraistic, Hellenic, Mythraic, Graeco-Egyptian and Babylonian; and some came even from Zoroastrianism and Buddhism.

Some of these critics frankly confess that their conclusions are not always derived from historical and scientific data, but as Harnack says, some of them can be reached only by one

having "a good eye for the vital, and a true sense of the really great"; or as Bousset declares, by accepting only what is "psychologically comprehensible." And he adds with refreshing naivete, "when we find the sources too meagre we may occasionally make use of our imagination."

Curiously enough to us, some of these gentlemen continue preaching the Gospel of Christ with no faith in the Christ of the Gospel, and ministering to churches of Christ while denying the Christ of the Church.

The Southern professor referred to avers that Jesus came into men's minds and then got into the Scripture narratives from a misconception of the symbolism of what he calls "a pre-Christian cult"; and, indeed, in his view, most, if not all, of the stories connected with the life of Jesus had a similar origin. An instance or two will illustrate his method of interpreting the Scriptures: Martha and Mary are the Jewish and Gentile worlds. Dives is the self-righteous Jew, while Lazaarus is the poor, penitent Gentile. The five brethren of Dives are the five nationalities of Samaria. And similarly, Jesus becomes merely a mistaken symbol of various ideals set forth in that "pre-Christian cult." And we are gravely assured by this writer that "we are logically and even *morally* bound to exploit the symbolic method to the utmost, and to reject it not when *we* have failed to succeed with it but only when it becomes clear that *no one ever can* succeed with it." That is, we are forbidden any sane and sober effort to interpret the simple story of the Bible until we have proved a universal negative. And the propounder of this astonishing dictum, I believe, is a teacher of logic! By following his methods, it would be easy to educe from Homer a pretty good history of the Balkan War, and from Lucian a very fair account of the last presidential campaign.

An archaeologist in A. D. 5000, digging in the ruins of an ancient city called Washington might find certain records relating to a man named Roosevelt. These records would



show such varied and marvelous achievements and a character of such glaring contradictions that our scientific explorer would feel compelled to subject this singular personage to a rigid historic inquisition. And applying the standards instituted by some learned scholars, he would undoubtedly reach the conclusion that this Roosevelt was simply a mythical personification of the ideals and traditions prevalent among the various nationalities composing the population of his country.

I have referred to these critics not for the purpose of answering them; the mere statement of their methods is sufficient for an ordinary mind. And indeed, the various schools of critics are answering one another, each demolishing the theories of the other and pointing out their absurdities, while strangely blind to their own. So it is not strange to find already a reaction among these advanced critics from the absurdities of their own conclusions.

Nor do I mean to discourage honest investigation of any accepted fact or faith. If your faith cannot stand any sane and far-minded test, it is not what I have taken it to be. Yes, dig all you want to, but do not dump your dirt in the front yard. And do not sing too loud while digging, as the manner of some is; your notes may be mere noise and not music. Dig patiently and silently and reverently until your pick rings on the bed rock; then you can speak, and all lovers of truth will listen.

I have referred to these scholars and their methods partly to forewarn you as to what you may expect to encounter; partly to remind you of the place which Jesus holds in the Word of God and in His world, even in the judgment of His enemies; and partly to give you a glimpse of the methods employed, and at the same time of their futility.

On the field of Waterloo stood the Chateau Hugomont, resisting charge after charge, foiling the flank movement of the French and finally causing their overthrow. The per-

sonal Jesus has stood through the centuries receiving unmoved the shock of innumerable assaults, never crying nor lifting up nor causing His voice to be heard in the street. He has simply gone on mending the bruised reeds and carrying the lambs in His bosom. To all these clamorous questionings He has answered never a word. But the earnest inquirer looking around him sees that by some strange, invisible power the blind still receive their sight, the lame walk, the dead are raised up, the lepers are cleansed, and the poor have the gospel preached unto them. And when he asks the unseen wonder-worker, "who art thou, Lord?" out of the heights comes the answer, "I am He that liveth and was dead. And behold, I am alive forevermore."

I beseech you to attach yourself firmly to the Living One. Live in Him and have Him live in you. And out of this union will grow all spiritual strength and beauty and sweetness. So shall you become fit and eager for all service whatsoever and wheresoever that means more goodness and more happiness. So shall you match and master every task. And so, when the last great darkness falls, you shall need no candle, neither light of the sun.

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### Faculty Notes.

The present Meredith faculty includes six new members, namely, Misses Ruth J. Robbins, Lillian Ethel Parrott, Louise Cox Lanneau, Iva Lanier Pearson, Sarah Pauline Kelly and Mrs. Lucy West Litchford.

Miss Robbins, head of the Department of Piano and pupil of Rafael Joseffy and William H. Sherwood, comes to us from the Sherwood School of Music, Chicago, in which she was a teacher.

Miss Parrott, after taking a diploma in Art in Meredith and doing graduate work in the Art Students' League and

Columbia University, New York, was head of the Art Department at Chowan College for two years. She is substituting for Miss Poteat, who is away on leave of absence.

Miss Lanneau, who took the A. B. degree at Meredith and afterwards specialized in science at Wake Forest and Columbia, is instructor in science in place of Miss Marshall.

Miss Pearson, graduate in voice at Meredith, succeeds Miss Haynes as instructor in that subject.

Miss Kelly, A. B. of Greenville Female College, with a year at Columbia, teaches mathematics and German in the high school.

Mrs. Litchford, Associate Professor of Art, has studied in Meredith, under Miss Mason in New York and in Paris.

The position of librarian, vacated by the resignation of Miss Jones, has been filled most acceptably by Miss Eva Earnshaw Malone, B. S. of Simmons College, who majored in library work there.

During the past summer Miss Haynes was married to Mr. W. R. Edmonds, an attorney of High Point, N. C., and Miss Jones to Mr. D. W. Robertson, a banker in Washington, D. C.

Misses Poteat and Parrott spent the early part of the summer at Booth Bay Harbor, on the upper coast of Maine, studying in the "Commonwealth Art Colony" there. This "Colony" is maintained under the direction of the New York School of Fine and Applied Arts. Miss Poteat afterwards took a much-needed rest in the North Carolina mountains. Her plans for the remainder of this year are not known.

Professor Boomhour spent a pleasant summer in the far-off Iowa home of Mrs. Boomhour.

As has been her custom for the last two or three years, Miss Helen Day chaperoned a party on a European tour for study and recreation.

Miss Loomis took the summer course in Latin at Cornell, finishing her second year's work for the A. M. degree at that university.

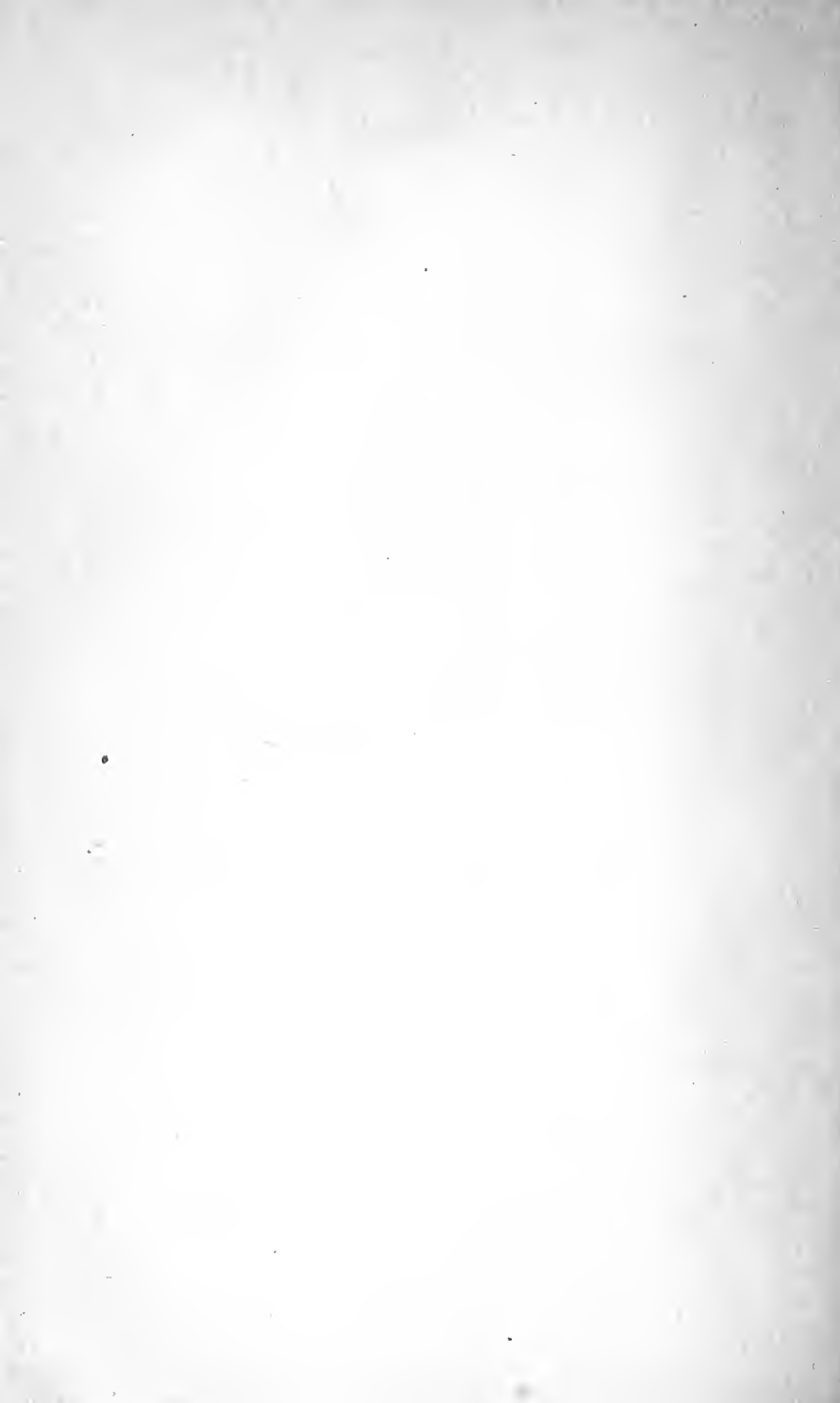
Professor Hagedorn was again employed as director of the Music Department for the summer school at Chapel Hill, which position he filled with such credit last year.

"The International Graded Lessons for the First and Second Grades," prepared by Dr. Freeman and published by the Sunday School Board of the Southern Baptist Convention, has elicited warm praise from Sunday school experts.

Miss Colton's report on "Improvement in Standards of Southern Colleges," which was presented before the annual meeting of the Southern Association of College Women held in Richmond last April, attracted much newspaper comment during the summer. Dr. Claxton, the United States Commissioner of Education, bought eight hundred copies of this report and distributed them from the Bureau of Education last June; consequently the leading newspapers in the North as well as in the South printed the Associated Press notice of the report, which commended highly the work Miss Colton is doing in educating the public in regard to standards of Southern colleges.

At the request of the State Board of Health, Miss Smith selected some thirty Meredith students to be scorers in the "Better Babies Contest" at the recent State Fair. It may be permissible to add that these girls were found so efficient that the managers turned over to them most of the work in that line.





SERIES 7

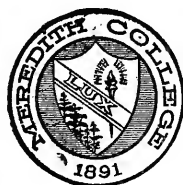
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# MEREDITH COLLEGE

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JANUARY, 1914

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## The Approximate Value of Recent Degrees of Southern Colleges\*

ELIZABETH AVERY COLTON, MEREDITH COLLEGE, RALEIGH, N. C.

According to 1910 announcements, with three exceptions,<sup>1</sup> the 1914 graduates of every institution belonging to the Association of Colleges and Secondary Schools of the Southern States will have completed four years of college work; consequently, in the future, students should have little difficulty in transferring from one *Association* college to another. Former degrees of these colleges, however, were not so nearly equivalent to each other; in fact, a few colleges now in the Association might find difficulty in crediting with any college work their own graduates of 1895, the year the Southern College Association was organized. For instance, an 1896 graduate of Converse, who applied last spring for advanced standing at a northern university, had entered the junior class of Converse from a nine-year graded school; and though she had doubtless substituted Mental and Moral Philosophy and Evidences of Christianity for third and fourth year high school subjects, her Bachelor of Arts degree represented only four years of work above the seventh grade. And as the requirements of several other colleges in the Association remained until comparatively recently vague and elastic, it would be impossible to estimate accurately the amount of college work completed at a number of these institutions even during the past ten years.

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<sup>1</sup>Millsaps College and Louisiana State University did not begin requiring 14 entrance units until the fall of 1911; and the University of Florida required only 12 entrance units till the fall of 1913.

\*This paper was presented before the annual meeting of the Association of Colleges and Secondary Schools of the Southern States, Nov. 6-8, Knoxville, Tenn. Estimates of the degrees of only 118 southern colleges are given.

But as it is to be assumed that the degrees of students whose whole *college life* was spent in institutions conforming to the regulations of the Southern College Association are of a little better quality than those whose college life, in whole or in part, was spent in institutions not well enough organized or equipped to belong to the Association, I have prepared two tables of statistics, the first showing the number of years of college work represented by the A.B. degree from 1904 to 1913 of all institutions belonging to the Southern College Association before 1906, and the second showing the number of years of work represented by the A.B. degree from 1904 to 1913 of institutions recognized by the Association since 1906.

None of the colleges or universities in the second table except Agnes Scott, beginning with the class of 1911, and the University of Georgia, beginning with the class of 1913, has yet had graduates whose college life began under the regulations demanded by the Association of Colleges of the Southern States; but probably the best graduates of all these institutions have completed, as far as the *quantity* of subject matter is concerned, the number of years of college work indicated in each case. But as the graduates of the colleges cited in both tables, who go to other colleges for advanced work, are apt to choose a northern university, the equitable rating of the past and present degrees of institutions belonging to this Association is mainly a problem for the deans of northern universities.

The chief rating problem of deans of colleges in the Southern Association consists in determining the amount of credit due students from the 343 southern colleges not in the Association. Most of these are colleges only in name; but several approach the minimum standard of a college, and one or two are in equipment, though not in organization, equal to some Association colleges. I have, therefore, selected thirty-seven of the better equipped and better organized of these non-Association colleges and have compiled statistics showing the number of years of work above fourteen secondary school units represented since 1904 by the A.B. degree of each.

TABLE I.

APPROXIMATE NUMBER OF YEARS OF COLLEGE WORK REPRESENTED FROM 1904 TO 1913<sup>1</sup> BY THE A.B. DEGREE OF THE SEVENTEEN COLLEGES BELONGING TO THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS BEFORE 1906.

	1904	1910	1911	1912	1913	REMARKS.
Alabama, University of.....	3	3	3	3	3	In 1914, 4 years
Central University.....	2 +	4	4	4	4	
Goucher College.....	4	4	4	4	4	
Mississippi, University of.....	3.6	3.6	3.6	3.6	3.6	In 1914, 4 years
Missouri, University of.....	3.5	4	4	4	4	
North Carolina, University of.....	3 +	3.6	3.7	4	4	
Randolph Macon College.....	2	2.4	4	4	4	In 1914, 4 years
Randolph Macon W. College.....	2.5	4	4	4	4	
South, University of.....	3 +	3 +	3 +	4	4	
Tennessee, University of.....	2 +	2 +	3	3 +	3 +	In 1914, 4 years
Texas, University of.....	3 +	3 +	3.5	4	4	
Trinity College.....	3.6	3.6	4—	4	4	
Tulane University*.....	3 +	3 +	4	4	4	
Vanderbilt University.....	4	4	4	4	4	
Virginia, University of.....	?	2 +	3—	3 +	4	
Washington and Lee University.....	?	min.				
West Virginia University.....	4—	2—	3 +	4	4	
		4—	4	4	4	

\*Tulane University includes Sophie Newcomb College.

TABLE II.

APPROXIMATE NUMBER OF YEARS OF WORK ABOVE STANDARD ENTRANCE REQUIREMENTS REPRESENTED FROM 1904 TO 1913 BY THE A.B. DEGREE OF THE ELEVEN COLLEGES RECOGNIZED BY THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES SINCE 1906.

	1904	1910	1911	1912	1913	REMARKS.
Agnes Scott College*	—	3	3	4	4	
Chattanooga, University of	3.5	4	4	4	4	In 1914, 4 years
Converse College	?	3—	3—	3 +	4—	In 1917, 4 years
Florida, University of	—	3	3	3	3	
Georgia, University of*	2.4	3 +	3 +	3.5	4	
Louisiana State University	2.3	3	3	3.5	3.5	In 1915, 4 years
Mercer University	2.4	2.5	.....	.....	4—	In 1914, 4 years
Millsaps College	2.2	2.3	.....	.....	.....	In 1915, 4 years
		max.	.....	.....	.....	
Richmond College	1.5	2.4	.....	.....	.....	No reply
Southern University	2.5	3.5	3.5	3.5	3.5	In 1914, 4 years
S. W. Presbyterian University	.....	.....	.....	.....	4—	

\*Agnes Scott (beginning with the class of 1911) and the University of Georgia (beginning with the class of 1913) are the only institutions in this table that have yet had graduates all of whose college work has been done since the institution was admitted to the Association.

TABLE III.

APPROXIMATE NUMBER OF YEARS OF COLLEGE WORK\* REPRESENTED BY THE A.B. DEGREE FROM 1904 TO 1913 OF THIRTY-SEVEN SOUTHERN INSTITUTIONS NOT BELONGING TO THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES, BUT PUBLISHING IN 1913 A COLLEGE ROLL OF AT LEAST FIFTY STUDENTS.

	1904	1910	1911	1912	1913	REMARKS.
Arkansas, University of.....	1.5	1.5	3—	.....	.....	4 in 1915.
Baylor College.....	4—	4	4	4	4	
Baylor University.....	3	3	3	3	3	4 in 1915.
Charleston, College of.....	2+	3	4—	4—	4—	4 in 1914.
Davidson College.....	2—	2+	3	3	3	No reply.
Elon College.....	?	?	3	4—	4—	4 in 1914.
Emory College.....	?	3	3	3	3	4 in 1917.
Emory and Henry College.....	?	2+	2+	3	3	
Florida State College.....	?	3	3	3	3	
Furman University.....	?	3	3	4	4	
Georgetown College.....	?	?	3	3	3	
Guilford College.....	2.5	2.5	3	3	3	4 in 1915.
Hampden Sidney College.....	3.6	3.6	3.6	4	4	
Hendrix College.....	.....	1.7	1.7	1.7	4	
Hollins College†.....	2.4	3.5	4—	4	4	
Kentucky, University of.....	.....	3	3	3	4	
Maryville College.....	1.7	2.5	3	3	4	
Meredith College.....	1	3—	3—	3+	4—	4 in 1915.
North Carolina Normal College†.....	1.7	2+	2+	3—	3—	
Mississippi I. I. and C.....	4—	4	4	4	4	
Oklahoma, University of.....	2	4—	4—	4—	4	
Roanoke College (Men).....	?	2—	2.3	3	3—	
Salem College.....	?	2—	2.3	3	3	
South Carolina, University of.....	?	2—	2.3	3	3	

TABLE III. (Continued).

APPROXIMATE NUMBER OF YEARS OF COLLEGE WORK\* REPRESENTED BY THE A. B. DEGREE FROM 1904 TO 1913 OF THIRTY-SEVEN SOUTHERN INSTITUTIONS NOT BELONGING TO THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES, BUT PUBLISHING IN 1913 A COLLEGE ROLL OF AT LEAST FIFTY STUDENTS.

	1904	1910	1911	1912	1913	REMARKS
Stetson (J. B.) University.....	?	4	4	4	4	
St. John's College.....	?	?	4—	4	4	
S. W. University.....	4—	4—	.....	.....	?	
Tennessee College.....	.....	.....	.....	4	4	First A.B., 1912.
Texas Christian College.....	3.5	3.5	.....	.....	.....	
Trinity University.....	?	3	.....	.....	4	
Transylvania University.....	4—	4	4	4	4	
Wake Forest College.....	2.5	3—	4	4	4	
Wesleyan College.....	3	3+	3+	4	4	
William and Mary College.....	?	?	4	4	4	
Winthrop College.....	1.4 or	1.4 or	1.4 or	1.4 or	3 or	In 1916, 3+.
Min.....	1	1	1	1	2+	
Wofford College.....	3—	3—	3—	3	4	(Frederick, Md.)
Woman's College.....	3+	3+	4	4	4	

\*"College work" implies work above the time taken to complete 14 standard units. Colleges and Universities in the District of Columbia and in Missouri are omitted. Sweet Briar College, in Virginia, is omitted on account of the small proportion of college students. Peabody Normal College (Tennessee) was closed in 1910; its successor, the George Peabody College for Teachers, will open in new buildings in 1914.

†Although Hollins required in 1900 no definite amount of secondary-school work for entrance, the secretary of Hollins informs me that their 1905 A.B. represented "at least two years of college work according to standards of the present day."

‡Preparatory and college students not listed separately.

There is, no doubt, wider variation in the equipment and general college atmosphere among these thirty-seven colleges and universities than among those belonging to the Southern College Association. But it might be fair to credit tentatively the best students even from the weakest of these colleges with the number of years of college work indicated in each case; for in subject matter, at least, they have covered standard courses, and brains sometimes help to counterbalance material equipment.

A more difficult class of non-Association colleges, however, to rate justly are those with extremely inadequate equipment and with a student body largely made up of preparatory and special-study pupils. And as this condition prevails especially among women's colleges in the South, I have limited my further ratings to the southern colleges for women not already included in the preceding tables.

The typical college for women in the south completes twelve or fourteen units of secondary school work by the end of the sophomore year, and devotes the junior and senior years largely to superficial courses in psychology, ethics, astronomy, geology, history, and literature. But these courses are by no means equivalent to standard junior and senior college courses, and they are even less equivalent to standard freshman and sophomore work. It occasionally happens, however, that the best graduates of institutions of this class are able to make a good record in junior and senior elective courses in a standard college; but this proves merely that they are unusually intelligent. It is far from being a guarantee of thorough training in required college courses. For example, a graduate of one of these colleges was admitted to Vassar as a special student; as she was gifted in English, she did excellent work in junior courses in English literature and history. The next year, however, when she was admitted as a regular freshman, she had difficulty in passing freshman Latin and mathematics. Graduates of these colleges, therefore, even though they should prove their ability to grasp more or less independent courses in literature, history, psychology, and economics, should not be credited with two years of

college work; for the baccalaureate degree should also represent college training in *some* subjects based on specific preliminary courses in the *same* subject.

But since the graduates of the colleges under consideration have completed two years of work *over*, if not *above*, that required of high school graduates, perhaps the more intelligent and more mature of these might be allowed as much as fifteen hours of college credit. They would still have the opportunity of taking some courses dependent on preliminary courses in the same subject; and this would be a test, not only of native ability, but also of previous specific training. With the above points in mind it would seem that in the case of students with especially good records the 1913 and 1914 A.B. degrees, or diplomas,\* of the following institutions might be considered equivalent to one year of college work:

Brenau College .....	Gainesville, Ga.
Caldwell College .....	Danville, Ky.
Centenary College-Conservatory.....	Cleveland, Tenn.
Central College .....	Conway, Ark.
Chicora College .....	Greenville, S. C.
Chowan College .....	Murfreesboro, N. C.
Columbia College .....	Columbia, S. C.
Coker College .....	Hartsville, S. C.
Cox College .....	College Park, Ga.
Davenport College .....	Lenoir, N. C.
Elizabeth College .....	Charlotte, N. C.
Greenville Female College.....	Greenville, S. C.
Grenada College .....	Grenada, Miss.
Lander College .....	Greenwood, S. C.
Lagrange Female College.....	Lagrange, Ga.
Limestone College .....	Gaffney, S. C.
Logan College .....	Russellville, Ky.
Mansfield College .....	Mansfield, La.
Margaret College .....	Versailles, Ky.
Marion Seminary .....	Marion, Ala.
Martha Washington College.....	Abingdon, Va.
Mary Baldwin Seminary .....	Staunton, Va.
Meridian Woman's College.....	Meridian, Miss.

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\*Several of these colleges have raised their admission requirements *since* 1910, but that does not affect their 1913 and 1914 degrees.



North Texas College.....	Sherman, Texas.
Peace Institute <sup>1</sup> ("Full" diploma).....	Raleigh, N. C.
Queen's College .....	Charlotte, N. C.
Saint Mary's College.....	Dallas, Texas.
Saint Mary's School <sup>1</sup> .....	Raleigh, N. C.
Sayre College .....	Lexington, Ky.
Silliman Collegiate Institute.....	Clinton, La.
Southern Presbyterian College.....	Red Springs, N. C.
Stonewall Jackson Institute.....	Abingdon, Va.
Switzer College .....	Itasca, Texas.
Texas Fairmont Seminary.....	Weatherford, Texas.
Texas Presbyterian College.....	Milford, Texas.
Virginia Intermont College.....	Roanoke, Va.
Virginia Institute .....	Bristol, Va.
Woman's College of Due West.....	Due West, S. C.

It is probable that students from the colleges in the above list would be entitled to almost as much college credit at the end of their junior, as at the end of their senior, year; and it would, of course, be greatly to the advantage of those who wish a standard degree to transfer at the end of their sophomore year to the freshman class of a standard college.

There are seven additional colleges that until recently were of the same general type as those just discussed:

Athens College .....	Athens, Ala.
Bessie Tift College.....	Forsyth, Ga.
College for Women.....	Columbia, S. C.
Judson College .....	Marion, Ala.
Galloway College .....	Searcy, Ark.
Greensboro Female College.....	Greensboro, N. C.
Shorter College .....	Rome, Ga.

During the past four or five years, however, these colleges have improved sufficiently to deserve special consideration. In determining the amount of college work represented by a degree from any college, however, the most important factor should, of course, be the requirements of the institution when the student *entered*. This is often lost sight of, and, besides, such information is often difficult to obtain from college authorities or from

<sup>1</sup>Does not confer degrees.

catalogues. For instance, both Judson and Shorter announced standard admission requirements a year or two before they were able to enforce them; and Bessie Tift "requested" *fourteen* entrance units in 1909, but in 1910, a year later, announced a requirement of only *ten* units. Therefore, though the 1915 graduates of all of these colleges except Athens<sup>1</sup> and Galloway<sup>2</sup>, will presumably have completed four years of work above fourteen secondary school units, it is doubtful whether the 1913 or 1914 graduates of any of these institutions should be credited with as much as two years of standard college work.

Several colleges for women in the south offer what they call a "junior college course"; but in most cases the course so designated does not differ materially from the courses offered by typical southern colleges for women; consequently, with the three exceptions cited below these institutions were classed with the "typical" colleges already discussed:

All Saints' College.....Vicksburg, Miss.  
 Hamilton College<sup>3</sup>.....Lexington, Ky.  
 Ward-Belmont College .....Nashville, Tenn.

Students who have completed the Hamilton "Junior College Course" would seem to be entitled to two years' college credit; but the 1912-1913 catalogue of Hamilton College recorded only one student who had received the "Junior College" diploma. And the 1913 catalogue of All Saints' records no students pursuing the two years of college work offered; therefore, All Saints' would seem, for the present, to be merely a good preparatory school. Ward-Belmont, a combination of Ward Seminary and Belmont College, offers a "Classical Course," which should prepare students for the junior year of a standard college, but as Ward-Belmont did not open until the fall of 1913, any estimate of the value of its work should be postponed until it has had an opportunity to award diplomas.

<sup>1</sup>Athens College announced an entrance requirement of 14 units in 1911, but they were equivalent to only 11.5 units.

<sup>2</sup>Galloway College, on account of high school conditions in Arkansas, still requires only 12 entrance units.

<sup>3</sup>If Hamilton College would include its "freshman" and "sophomore" courses in its preparatory department, and would call its "junior" and "senior" years *freshman* and *sophomore*, respectively, it would be the model junior college in the South.

It would also be futile to attempt to rate the work of the following colleges opened since 1909:

Anderson College (1912).....	Anderson, S. C.
Belhaven College and Institute (1911).....	Jackson, Miss.
Carolina College (1912).....	Maxton, N. C.
Roanoke Woman's College (1912).....	Salem, Va.
Woman's College of Alabama (1910).....	Montgomery, Ala.

As Anderson College and Carolina College did not publish in their 1913-1914 catalogues a classified list of students, they have probably had no *college* students yet. The catalogues of Roanoke Woman's College records no graduates for 1913. And as Belhaven College and Woman's College of Alabama have not yet had any graduates entirely of their own training, in order to estimate the value of their degrees, it would be necessary to know in each case from what institution a student was given advanced credit. Each degree, so far, from either of these institutions, therefore, would have to be valued individually.

The 1913 degrees of the remaining fifty-eight<sup>1</sup> educational institutions in the south claiming to be colleges for women do not apparently represent any standard college work at all. In many cases the degree is not equivalent to the diploma of a standard high school; and this remains true even in those cases where bright students have seemingly justified the advanced credit given them at standard colleges.

My attempted rating of the work done at southern colleges is, of course, most inadequate, but at any rate my estimates have been conservative; and I am sure that more injustice is done by giving students from doubtful colleges too much credit than by giving them too little. I know a young man who, several years ago, was admitted from a preparatory school to the senior class of a southern university, where he made an excellent record in philosophy, history, and second year German. His A.B. degree and high recommendations from the southern university admitted him to the senior class of a northern university, where he elected eleven hours of law and a course in Spanish. And so

<sup>1</sup>Colleges for women in Missouri, and two colleges for women in Maryland—Notre Dame and Mt. St. Agnes—have not been taken into consideration.

with two A.B. degrees—one from a well-known southern university and the other from a first class northern university—he has never had a single *college* course in English, Latin, French, German, Science, or even in a “vocational” subject. Naturally he has had some difficulty in teaching in secondary schools.

And yet the northern university that accepted the degree of the southern university as equivalent to three years of college work really tries in admitting students to advanced standing to “consider each case on its individual merits.” And until we can secure more generally accepted standards among colleges, this method, though open to many pitfalls, will continue to be used by southern as well as by northern universities. The method is summed up in the following extract from a letter written by the Chairman of the Committee on Undergraduate Admissions at Columbia University:

“The catalogue of the institution from which the candidate comes is examined with reference to entrance requirements and to the work included in the curriculum. If a student’s record is not good, he is not admitted. And if the work of the institution from which he comes is not well known, he is asked to consult the representatives of the department in which he desires credit. The final amount of credit is determined largely upon the basis of their recommendations.”

As some southern colleges are now offering two or three years more work than they did four years ago, of course the catalogue of the year when the student entered is the one to be examined; but even that might not be an infallible source of information. And a ready-tongued student is often able to get from the professors he consults a little more credit than he deserves.

The Harvard method of not classifying students from the majority of other colleges until they have completed a year’s work at Harvard has the advantage of testing the general ability of a student before definitely giving him credit for work done elsewhere; but as I have already implied the ability to grasp more or less independent courses does not prove that a student

has the background of a well-rounded education, which should be obtained by the continuation in college of several subjects begun in a secondary school.

The difficulty of crediting students for work done at colleges of doubtful standard might be obviated by requiring candidates for advanced standing to be examined in the studies previously pursued by the class they wish to join, and in a sufficient number of electives to give full standing in that class. Or at least examinations might be required in subjects which the candidate does not continue, and yet wishes credit for.

But the question as to which are doubtful colleges still remains. And heretofore the settling of this question has been a little complicated by the fact that even as late as 1913, degrees of nine colleges belonging to the Southern College Association do not represent quite four years of college work, while the 1913 degrees of eighteen southern colleges not members of the Association *apparently* represent the full amount of college work. After 1915, however, with one exception,<sup>1</sup> no degree of a college now in the Association should represent less than four years of standard college work; therefore, if the other southern colleges that are *really* doing four years of college work would conform to the regulations of this Association, it would be far easier to distinguish between doubtful and standard colleges. And if a few colleges not in the Southern College Association think that their work is equal to that of some Association colleges, they are under all the greater obligation of uniting with the Association in its efforts to establish uniform college standards in the South.

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<sup>1</sup>University of Florida required only twelve entrance points until the fall of 1913

## What Constitutes a Standard College

All standardizing agencies agree that an institution to be ranked as a college must have:

1. An admission requirement of fourteen units, representing approximately four years of high school work. (In the South, work above the seventh grade is classed as high school work.)

2. A course of four full years of liberal arts and sciences.

3. At least six professors giving their entire time to college work. (Teachers of music, art, and expression, and instructors who are not heads of departments are not included in this minimum number. Professors who teach even one preparatory class are also excluded.)

4. Buildings, including libraries, laboratories, and other equipment adequate to maintain a high standard of scholarship and efficiency.

In order to fill these conditions the College Entrance Examination Board demands that each institution on its list shall have "a free income-bearing endowment yielding in no case less than \$20,000 annually," or practically an endowment of \$500,000. The States of New York and Pennsylvania refuse to grant college charters to institutions whose resources are less than \$500,000. And the Carnegie Foundation requires a minimum endowment of \$200,000.

The Committee on Standards of Colleges of the Southern Association of College Women recommend for colleges attempting to come up to the national standard a minimum endowment of \$200,000, and buildings and equipment worth at least \$400,000. But as so few southern colleges have resources equal to that demanded by national standardizing agencies, the Committee thinks that in order to effect legislative action in southern states preventing the increase of institutions conferring nominal degrees, it would be advisable to set a somewhat lower requirement for material equipment than that recommended for the minimum *national* standard. And so with this object in view, the Committee has made a careful investigation of the standards

of all southern colleges, and finds that, except in the case of four universities belonging to the Southern College Association, institutions without an endowment of at least \$100,000, without a college plant of the minimum value of \$200,000, and without a student body of at least seventy-five, are not maintaining a standard approximating that formulated above. The Committee on Standards, therefore, with the assistance of the various branches of the Southern Association of College Women, hopes to influence state legislatures to pass laws refusing to grant college charters to corporations that can not guarantee resources amounting to at least \$300,000, of which \$100,000 shall be put aside for the beginning of an endowment fund.

The Southern Association of College Women is also attempting to create a public sentiment that will demand that State Legislatures provide for a State Commission of Education, whose duty it will be to rate institutions already holding college charters, and to keep the public informed as to the actual standing of all such institutions so that students and parents may not continue to be swindled by institutions conferring nominal degrees.

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## What Constitutes a Junior College

Many southern educational institutions for women conferring degrees approximately complete fourteen units of secondary school work by the end of their sophomore year; and then give to students barely prepared to enter a standard college *nominal* junior and senior college courses. Such institutions though doing two years of work above college entrance requirements are in no sense of the word doing two years of college work; for the work of their last two years does not cover standard freshman and sophomore work, and it corresponds only in name to standard junior and senior work. These institutions, therefore, are not *colleges*, nor are they *junior colleges*. If they would put their present freshman and sophomore work into the third and fourth years of their preparatory departments; and if they

would then offer two years of standard freshman and sophomore work; and if they would engage standard-college trained teachers, and allow them time to conduct college courses; and if they would provide library and laboratory equipment adequate for giving standard freshman and sophomore work; and if they would discontinue the conferring of degrees—if they would make all these changes—they might claim to be *junior colleges*. Junior colleges do not confer degrees, but they do award certificates, or diplomas, indicating that the first two years of college work have been completed.

Institutions, therefore, to be properly ranked as junior colleges should have:

1. An admission requirement of fourteen or fifteen units representing approximately four years of high school work.
2. A course of two full years in liberal arts and sciences covering the *freshman* and *sophomore* work of a standard college.
3. At least five *standard* college-trained teachers whose classroom work should in no case exceed twenty hours a week.
4. Library and laboratory equipment adequate for conducting standard freshman and sophomore courses.



## **The Past and Future Work of the Association of Colleges and Secondary Schools of the Southern States\***

CHANCELLOR J. H. KIRKLAND, PH.D., LL.D., D.C.L., OF VANDERBILT  
UNIVERSITY.

The Association of Colleges and Preparatory Schools of the Southern States held its first meeting in Atlanta, Ga., November 6, 1895. This is, therefore, the eighteenth annual meeting. Perhaps at this time it will not be amiss to review briefly the way we have come, to consider the tasks already undertaken and in part accomplished, and to note the work still remaining for us to do.

It was a small group of men that met in the chapel of the Georgia School of Technology seventeen years ago. Sixteen delegates were present, representing twelve institutions. No speeches were made. There were no outbursts of eloquence, for there was no gallery to play to. But there was much earnest discussion. A serious tone pervaded the gathering. Men discussed the educational situation in the South with frankness and sincerity. Each delegate spoke of his own institution, not to laud or magnify, but to set forth its weaknesses and its shortcomings. In considering the possible organization of an Association it was recognized that there was no need of a general educational gathering. Such needs were already supplied, and we had no desire to add to the list. We did have in mind an annual gathering where the peculiar problems of schools and colleges might be discussed and illuminated; but we had also a more distinct purpose than this. The new Association was to be a group of institutions pledged to certain standards. It was a compact. Membership in the Association was not an honor but an obligation, the observance of which was not without its inconvenience and cost. The fundamental principles of the Association were embodied in the constitution and by-laws, and there was a pledge, either expressed or understood, that the provisions of the by-

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laws would be observed. At the same time care was taken that these provisions should be few in number and of reasonable import. The Association has never sought to interfere with the freedom of each institution. The colleges and universities constituting its membership represent varying types and differ in a score of particulars. The points on which uniformity has been demanded have been a few essential principles accepted and approved by all. We have exercised a wise self-restraint, and no complaint has ever been made of unjust legislation. No institution has ever withdrawn from our Association through a sense of wrong done or a lack of sympathy with our purposes. The single withdrawal of a college once a member was occasioned by the increase in our requirements, and the institution so withdrawing has continued to affiliate with us.

While our Association was formed for the purpose of general coöperation in all the work of school and college, yet our attention was first directed to one particular task, the adjustment of the relationship between the high school and the college. At that time most colleges conducted preparatory classes. Students left the high school at almost any stage of their preparation and applied for admission to college. If it appeared excusable, they were admitted to the freshman class; if this seemed impossible, they entered one of the subfreshman classes. The effect of such a practice on the schools can easily be imagined and, indeed, is well remembered by most of us. There was no opportunity left for independent school work of a high grade. Colleges and schools competed for the same students, and, unfortunately, the colleges won in too many cases. While this state of affairs still exists to some extent among some institutions, there has been great improvement in the past seventeen years. To meet this condition was our first task. Our plan of attack was along three different lines.

In the first place, a by-law was adopted prohibiting all preparatory classes. The subclasses in English, mathematics, Latin, and Greek, so characteristic of every institution, were declared intolerable. This experiment had been tried with marked suc-

cess at Vanderbilt University seven years before the organization of the Southern Association, and Vanderbilt's experience was a great encouragement to other institutions. Without this we should hardly have been bold enough to advocate such a reduction in attendance. It was believed that if a few could be found willing to take such a step their experience would commend this action to others. We looked also to the schools to bring some pressure to bear on the colleges and to throw their support to those institutions that left to the schools a field in which to live and work.

In the second place, we undertook to define the admission requirements for the freshman class. These requirements seem now extremely low; but at that time it was not easy for many institutions to meet them, particularly as no subclasses were left to catch the unprepared. The requirements covered the subjects of English, Latin, Greek, mathematics, and history. In English we accepted from the beginning the national standard, then known as the requirement of the Association of Schools and Colleges in the Middle States and Maryland. In Latin our requirements measured about two and a half units, in Greek, a little less than two, in mathematics one and a half, and in history one. These amounted altogether to nearly ten units, provided the student proposed to take all these subjects. But no substitutes were demanded for Latin and Greek in case the student did not take the classics. All such students could enter on five and a half units, and irregular students could even be received on English and history alone, equal to four units. No doubt these irregular or nonclassical students had studied other subjects, but there was no well-defined or accepted substitute for Latin and Greek that could be counted on; therefore our Association made no provision for other subjects than those named.

In the third place, colleges belonging to the Association were required to hold entrance examinations of the scope above indicated, and to print their questions, depositing copies with the Secretary of the Association. In this way publicity guaranteed security as in the management of the trusts. Papers unreason-

ably easy were an object of ridicule. As these papers went into the hands of teachers they offered a basis on which the work of the college might be appraised. Not only the entering freshmen were graded on these papers, but the professors and the colleges as well. Certificates were allowed from the beginning. No attempt was made to force examination of all students. But it was assumed that a considerable number of students would be examined. In the absence of reliable high schools, public or private, it was supposed that only a few students would be able to bring satisfactory certificates. We did not then foresee the rapid growth of public high schools and the universal rebellion on the part of pupils and teachers against the hardship and indignity of entrance examinations.

With these explanations it is not hard to understand that few institutions were ready to accept the regulations agreed on. Only six colleges entered into the compact—viz., Vanderbilt, University, University of North Carolina, Sewanee, Mississippi, Washington and Lee, and Trinity College. Even these were secured through concessions. The general requirements were not to become effective until September, 1897, and the requirement in Greek in 1898. Thus, and thus only, was the Southern Association brought into being.

. As a matter of fact, the requirement in Greek never became effective. A strong effort was made to have Greek taught in our schools so as to enable us to enforce our entrance requirement, but without success. At the second meeting of the Association, in 1896, three papers were presented on the study of Greek, one by Vice-Chancellor Wiggins, of Sewanee. Even then the suggestion had been made that Greek should be begun in college, but Dr. Wiggins opposed this vigorously. The next year a series of reports was presented on the requirements of the Association and the methods of study in various subjects. That on Greek was prepared by Messrs. Wiggins, John M. Webb, and Bocoek. This report declared that the existing requirement in Greek—viz., three books of Anabasis—was reasonable and could soon be met. In the discussion President Raymond, of West

Virginia University, made a strong plea for beginning Greek in college. While we were all discussing the reasonableness of the requirements in Greek, Professor P. H. Saunders, of the University of Mississippi, was getting ready to meet them. His work was described in a paper presented to the Association in 1899. Professor Saunders gave courses in Greek to the teachers of Mississippi at the summer normal. He also opened a correspondence course, and by his personal influence secured pupils for it. At the time of his paper, in 1899, forty-four schools were teaching Greek and thirty-one had been affiliated with the University in that subject. Twenty-eight students met the requirement for admission to the freshman class in Greek in 1899, and seven others were only partially deficient. Unfortunately, Professor Saunders stood almost alone in this work, and the requirements of the Association were postponed year by year. Finally, in 1902, the Association adopted by-laws, unchanged in this respect today, placing Greek with French and German and allowing all of them to be begun in college. In this matter of Greek the plans of the Association failed. We were trying to stem a tide too strong for us, and wisely decided to yield to the inevitable with grace and promptness. None the less do we admire and honor those schools that still retain the study of Greek and those colleges that still demand classical attainments for the A.B. degree.

Let us now consider other changes that have been made in the program of the Association with passing years. At the eighth annual meeting, held in 1902, the requirements for admission were revised, and French, German, and science were introduced. Candidates for A.B. offering Latin and Greek were not disturbed by the new rules, but nonclassical students were now required to offer English, three units; mathematics, one and a half units; modern languages, four units; history, one unit; science, one unit; total, ten and a half units. This was approximately equal to the demands made on classical students. The demands made on irregular students remained pitifully weak, not more than five and a half units.

Inasmuch as colleges were now allowed openly to furnish preparatory instruction in French, German, and Greek, it was evidently impossible longer to enforce the first by-law which forbade this entirely. This by-law was therefore amended by adding the words, "Except as allowed in Section 3 below." At a later date, in 1908, when the Association adopted the present by-laws effective in 1910, the rule was changed so as to forbid a regular preparatory department conducted as part of the college organization. The rules of the Association on this point become less important as the admission requirements are increased. If every student entering college presented fourteen units without condition or deficiency of any kind, it would not be necessary to provide any measures against preparatory classes or departments. But one main purpose of our Association has always been to foster and protect high schools, and colleges should not be allowed to enroll students for the completion of their high school course, providing suitable classes for that purpose. The spirit of our laws may be thus interpreted: No student entering college on less than fourteen units, satisfactorily and completely passed, should be allowed to enter any classes for the sake of making up his conditions except in Greek, French, or German, and no classes other than these should be maintained for that purpose.

In another particular the rules of the Association have suffered a change. At first each institution was required to print its entrance examination papers and file copies with the Secretary. This law is not part of our present requirements. Two causes have brought about the change. Since May, 1905, we have printed a general set of examination questions and circulated them in the name of the Association. Members of the Association have set these papers as their own. But, in addition to this fact there has been an almost entire abandonment of examinations as a means of entering college. It would be of interest to know just how many students entered college on examination this year among all our members. At Vanderbilt we have been trying to hold to our traditions, but we do so with

increasing difficulty. At present we are falling back on a compromise measure, examining chiefly on the work of the last year and accepting certificates for the earlier years. This general abandonment of the examining system seems to make it unnecessary and undesirable longer to continue our practice of printing examination papers. If these papers are not used by the colleges there is no sufficient justification for their publication.

The latest step in our development as an Association was taken in 1908, and consisted in the adoption of new requirements for admission, which became operative in 1910. Every institution now belonging to the Association must now require fourteen units for admission to any degree course in its literary department. Irregular students must offer at least ten<sup>1</sup> units. The Association now has practically no other requirements than these. Colleges make their own regulations as to the specific subjects demanded and as to their treatment of deficient students. The Association does not interfere here with regulations. Still, the way is open for discussion, for counsel, and for warning, and we may be of service to each other without the enactment of laws. Certainly the question of standards is affected distinctly by our attitude on these points.

We have now briefly surveyed the progress we have made since the formation of our Association. It has not been startling, but it has been steady. We have held fast to our ideals and we have not gone backward. We have exercised a wholesome influence on higher education in the South, and we are approaching national standards in school and college work. And we shall not cease nor shall we be satisfied until we attain them.

The task immediately before us is the development of a sensible, reasonable system of certification. This will require faithful work for a number of years. If all students are to be received by the colleges on certificate, then it is surely incumbent on us to see that the certificate has a definite meaning, that it is in satisfactory form, that it is a guarantee of a worthy high

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[Beginning with September, 1914, 14 units are to be required of all students admitted to college.]

school course behind it. The list of accredited schools ought to be a roll of honor, and we must make it so. Certificates constantly accepted at the present time in fulfillment of our entrance requirements are often meaningless and worthless. But there are other tasks which await us, and I make bold to suggest some of them.

Our requirements for admission need further amendment in the near future. We must not deceive ourselves with the claim that we have adopted a fourteen-unit standard. The significant fact remains that students may be and are received on ten units.<sup>1</sup> It is possible to enter our freshman classes with less than three years of high school work. Are we not ready to put a stop to these minimum requirements? Ought we to put a premium on the worst form of college course—viz., the irregular course—and invite callow youths to leave the high school after two years to enter college? My proposition is that no student be received whose certificate does not show twelve units satisfactorily completed. No conditions or deficiencies should be allowed below twelve units. This means at least the completion of a three-year high school course. Between twelve and fourteen units is the field for conditions, for we must adhere to fourteen units as the full requirement for admission. The deficiencies of any entering student should further be taken into account in arranging the work of the first year. The chairman of the entrance committee should have authority so to arrange and limit this work that all these deficiencies be made up during the year and before the student is allowed to matriculate for his second year. Let the student thus deficient be treated as on trial and only partly a matriculate. He should not be allowed to represent his college on athletic or other teams, nor to join a fraternity. His attention should be kept strictly to study until he has made good his deficiency. While some of these suggestions are not suited for incorporation in our by-laws, I fully believe that we are now ready to adopt an absolute minimum standard of twelve units without conditions of any kind.

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<sup>1</sup>All of Chancellor Kirkland's proposed revisions were accepted in November, 1913.]



I am further of the opinion that in recommending schools and colleges for membership in the Association the Executive Committee should have some discretion outside of the few rigid restrictions imposed through our by-laws. There are tests of eligibility that can not and should not be made into fixed enactments. I should also like to see provision made for receiving individuals as members of the Association on payment of two dollars as an annual fee. This I should do without giving them the right to vote on constitutional amendments. I would increase the annual dues of colleges and universities to ten dollars, leaving schools to pay five dollars, as at present. All these suggestions might be covered by a few changes in our constitution, as follows:

#### ARTICLE II.

SECTION 1. The members of the Association shall consist of three classes: First, colleges and universities; second, schools; third, individuals.

SEC. 2. Election to membership shall be only at regular annual meetings and on recommendation of the Executive Committee, which committee shall judge of the eligibility of an institution in matters not explicitly covered by the constitution and by-laws. The character and tone of an institution are factors of consequence in determining eligibility.

SEC. 3. In transacting the ordinary business of the Association, all delegates present shall be entitled to vote; but amendments to the constitution and by-laws shall be made only by the first two classes of members, each having one vote.

#### ARTICLE VI.

To meet the expenses of the Association, an annual fee of ten dollars shall be paid by each college or university, five dollars by each school, and two dollars by each individual member. Failure to pay dues for two years in succession forfeits membership.

#### BY-LAW 3.

Fourteen units are required of all students admitted to college. Conditions are allowed to the extent of two units only, and all conditions or deficiencies must be removed during the first year in college. College work taken to remove conditions must not be counted toward a degree.<sup>1</sup>

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<sup>1</sup>For the exact form in which these amendments were proposed to the Association for adoption in 1913, see Minutes, page 33.

The Southern Association has had a creditable history. It has held fast to a definite line of work and has exercised a strong influence on standards of higher education in Southern institutions. Its task is not yet accomplished. We can not be true or useful unless we recognize present duties and present tasks. Some of these have been set before us in this paper, and will doubtless be met by the Association in the same spirit in which it has undertaken other improvements.

# **Meredith College**

**Raleigh, North Carolina**

**Quarterly Bulletin**



**Fifteenth Catalogue Number**

**Announcements for 1914-1915**



SERIES 7

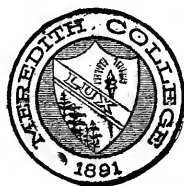
March, 1914

NUMBER 3

# Meredith College

Raleigh, North Carolina

## Quarterly Bulletin



Fifteenth Catalogue Number

Announcements for 1914-1915

Published by Meredith College in November, January, March and May

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# Calendar

1914

JANUARY							APRIL							JULY							OCTOBER							
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1915

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28	29	30	31				27	28	29	30				26	27	28	29	30			26	27	28	29	30	31	

## Calendar for the Year 1914-1915

Sept. 9.	Wednesday	} FIRST SEMESTER begins. Preliminary classification of new students.
10.	Thursday	
Sept. 11.	Friday	MATRICULATION and REGISTRATION of all students.
Sept. 12.	Saturday	LECTURES and CLASS WORK begin.
Sept. 26.	Saturday	APPLICATIONS for degrees and diplomas for 1915 must be submitted to the Deans.
Nov. 26.	Thursday	THANKSGIVING DAY; a holiday.
Dec. 19-Jan. 4.		CHRISTMAS RECESS.
Jan. 5.	Tuesday	LECTURES and CLASS WORK begin.
Jan. 14-23.		FIRST SEMESTER EXAMINATIONS.
Jan. 23.	Saturday	FIRST SEMESTER ends. Matriculation of students.
Jan. 26.	Tuesday	MATRICULATION and REGISTRATION of students.
Jan. 27.	Wednesday	LECTURES and CLASS WORK of second semester begin.
Feb. 4.	Thursday	FOUNDERS' DAY; a half-holiday.
April 6.		TUESDAY AFTER EASTER; a holiday.
May 13-22.		SECOND SEMESTER EXAMINATIONS.
May 21.		STUDENTS must submit to Deans their schedule of work for 1915-16.
May 23-25.		COMMENCEMENT.

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\*Arranged in order of rank and appointment.

†This includes only those members of the faculty offering work toward the A.B. degree.  
For the faculty of other Schools see pages 89, 113 and 127.

§Giving one or more courses toward the A. B. degree.

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\*Giving one or more courses toward the A.B. degree



**\*GUSTAV HAGEDORN,**

PUPIL OF ADOLF HAHN AND LEOPOLD LICHTENBERG; LATE MEMBER OF THE CINCINNATI SYMPHONY ORCHESTRA (FIVE YEARS); PUPIL OF ISSAY BARMAS AND EDGAR STILLMAN KELLEY, BERLIN.

PROFESSOR OF HARMONY, HISTORY OF MUSIC.

**\*ALBERT MILDENBERG,**

PUPIL OF RAFAEL JOSEFFY, NEW YORK; JULES MASSENET, CONSERVATOIRE DE PARIS; OTTO HERMAN, ROYAL CONSERVATORY OF BERLIN; LECHETISKY, VIENNA; PUCCINI, MILAN; G. SGAMBATI, ROYAL ST. CAECILIA ACADEMY OF MUSIC, ROME.

PROFESSOR OF MUSICAL ANALYSIS, COUNTERPOINT.

**EVA EARNSHAW MALONE, B.S.,**

SIMMONS COLLEGE, B.S.

LIBRARIAN.

**GERTRUDE ROYSTER,**

GRADUATE OF ST. MARY'S SCHOOL; STATE NORMAL COLLEGE; SPECIAL STUDENT OF PHYSICAL TRAINING AT TRINITY COLLEGE, COLUMBIA AND YALE.

DIRECTOR OF PHYSICAL EDUCATION.



**ELIZABETH DELIA DIXON CARROLL, M.D.,**

WOMAN'S MEDICAL COLLEGE OF NEW YORK INFIRMARY.

COLLEGE PHYSICIAN.

**MARGARET JANET MacDONALD,**

STEWARDESS FOR MAIN BUILDING.

**MRS. JESSIE EARNSHAW,**

STEWARDESS FOR EAST BUILDING.

**MRS. OCTAVIA SCARBOROUGH NORWOOD,**

NURSE.

**CAROLINE BIGGERS,**

STUDENT ASSISTANT IN THE LIBRARY.

**ALDA GRAYSON,**

STUDENT ASSISTANT IN PHYSICAL EDUCATION.

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\*Giving one or more courses toward the A.B. degree.

## Committees of the Faculty

*Executive.*—President Vann (*Chairman*), Miss Paschal, Dean Hagedorn, Professor Poteat.

*Classification.*—Deans Boomhour and Hagedorn, with the Heads of Departments.

*Catalogue.*—Dean Boomhour (*Chairman*), Professors Smith, Vann, Miss Paschal.

*Lecture.*—President Vann (*Chairman*), Professors Colton, Freeman, Principal Dickinson.

*Bulletin.*—President Vann (*Chairman*), Professors Colton, Miltenberg.

*Library.*—Dean Boomhour (*Chairman*), Professors Smith, Freeman.

*Athletics.*—Director Royster (*Chairman*), Professor Law, Instructor Johnson.

*Grounds.*—Professor Smith (*Chairman*), Miss Paschal, Mr. Ferrell.

*Public Ceremonies.*—Miss Paschal (*Chairman*), Dean Hagedorn, Professor Colton.

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## Officers of the Alumnæ Association for 1913-1914

*President*, Jennie Yancey Fleming.....Manson, N. C.

*Vice-President*, Louise Cox Lanneau.....Wake Forest, N. C.

*Corresponding Secretary*, Emily Cornelia Boyd.....Raleigh, N. C.

*Recording Secretary*, Margaret Irene Bright.....New Hill, N. C.

*Treasurer*, Ella Graves Thompson.....Leasburg, N. C.

*Secretary of Meredith Clubs*, Minnie Claire Middleton.Warsaw, N. C.

## MEREDITH COLLEGE

### Foundation and Purpose

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It was formerly named *The Baptist University for Women*; but at their annual meeting in May, 1909, the trustees changed the name to *Meredith College*, in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

The College is trying to carry out the ideals of its founders in character-building as well as in scholarship. Its intention is to provide not only thorough instruction, but culture made perfect in the religion of Jesus Christ. Students are required to attend some church on Sunday morning, and to attend chapel exercises daily. The Christian type of womanly character is upheld, but special care is taken not to interfere with denominational preferences.

As Meredith College has been enforcing the standard entrance requirements of fourteen units since 1911, the college degree, after 1914, will represent four years of genuine college work, according to the standard of the Association of Colleges

and Secondary Schools of the Southern States. The General Education Board has recognized the worth of the college by voting aid to its endowment fund.

### Location

Meredith College is admirably located in Raleigh, the educational center of the State. The great number of schools and colleges is due not only to the broad educational interests centering in the State Capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is three hundred and sixty-five feet above sea level; thus it is favorably affected both by the climate of the sea coast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts. All of the Meredith College buildings are directly connected with the city system.

The College itself is in the center of the city, near the Capitol, and only a few blocks from the State and Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle; churches of other leading denominations are also near. Among the many advantages of college life in the Capital City is the opportunity of hearing concerts and important public addresses by distinguished speakers in the city auditorium and of attending the meetings of the State Legislature, the annual meeting of the North Carolina Literary and Historical Association, and the State Social Service Conference.

## Buildings

The College has at present six buildings: Main Building, Faircloth Hall, Home Economics Building, East Building, and two cottages.

The Main Building contains the chapel, executive offices, classrooms, laboratories, library, art studio, living rooms, and dining room.

Faircloth Hall, which is an annex to the Main Building, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms, and the two society halls.

The Home Economics Building contains the lecture room and laboratories of the department of Home Economics, and living rooms.

The East Building contains dormitory and dining rooms.

Each of these buildings, except the Home Economics Building, is of brick. All are lighted by electricity and heated by steam, and have bath rooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, show ample provision for comfort and health.

The North and South Cottages are heated by stoves or grates, but in other respects are equipped like the other buildings. These two cottages, together with the East Building and fifteen rooms of Faircloth Hall, are reserved for the girls who board in the East Building.

The regulations for the six buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the College year.

## Table Board

In the Main Building, table board may be had for sixty dollars a Semester. In the East Building the students, under the direction of an experienced housekeeper, do their own cooking

and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this building is thus reduced to seven and a half dollars a school month, or thirty-three dollars and seventy-five cents a Semester, and is payable every four weeks in advance. In addition, at the beginning of each Semester, a contingent fee of fifty cents is required of each person. This year ninety-four students have taken their meals in the East Building.

### Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals and apparatus for individual work in Chemistry, Physics, Biology and Home Economics.

The State Museum, to which additions are continually being made, is of much service to the Department of Science.

### Library

The library is in charge of a trained librarian and is scientifically classified and catalogued. Eighteen hundred cards have been inserted in the card catalogue during the current year.

There are approximately five thousand volumes and six hundred pamphlets in the Library. These have been carefully selected by the heads of the departments and practically every book is in use. Fifty-eight magazines, twenty-five college magazines, and seventeen newspapers are regularly received.

The Olivia Raney Library, of twelve thousand three hundred volumes, and the State Library, of forty-two thousand volumes, are open to students and are within three blocks of the college. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

## General Information

### Religious Life

All boarding students are required to attend the religious services which begin the work of each day and to attend Sunday School and church on Sunday mornings eighty-five per cent of the time, unless excused for special reasons.

The Young Women's Christian Association is the largest voluntary student organization in the College. The work and direction of this body are entirely under the management of the students. The faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night. The first meeting in each month is set apart for the subject of Missions. In addition, there is a short prayer meeting each morning.

Five Bible study and six Mission classes, under the direction of members of the faculty and students, are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of Mission work, both in the Home and Foreign fields. During the past year there has been a Student Volunteer Band of six members. The Association is aiding the Young Women's Auxiliary of the State in the support of Miss Sophie Stephens Lanneau, a Meredith graduate, who is now a missionary in Soochow, China.

### Government

All regulations are framed with the view of limiting individual freedom only for the sake of moral security and of obtaining conditions for study. Any who are not willing to

acquiesce cheerfully in these considerations should not apply for admission.

The government is almost entirely in the hands of the students themselves, under a set of regulations submitted by the faculty and adopted by the Student Government Association. They have their own Executive Committee, which has the general oversight of the order and deportment of the students. Difficult cases are referred to a Faculty Advisory Committee. This system tends to promote honor and self-reliance.

### Physical Education

All students when entering College are required to pass a physical examination, with essential measurements, by the Resident Physician and Physical Director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the College grounds are courts for tennis, basketball, and archery; and a well equipped out-of-door gymnasium, with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars, and flying-rings.

Every student not a senior is required to exercise four *half hours a week* in the gymnasium, from October 1st to April 1st. While taking the prescribed work she must wear the regulation gymnasium suit. It is better and cheaper for the young women to procure their suits after reaching College. Regular exercise in the open air, in addition to the work in the gymnasium, of not less than *one-half hour* daily through the year is required of *every* young woman unless excused by the Resident Physician or Director. Students are credited in the physical and field work on the basis of faithfulness and punctuality.

The Athletic Committee of the Faculty, with the Physical Director, has control of all field sports.



A handsome silver loving cup is offered yearly to the best inter-class basketball team.

### Hygiene and Care of the Sick

Once a week during the year the Physician in charge lectures to the student body on General Hygiene and the Care of the Body. For six weeks in the second semester these lectures embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The Physician in charge holds office hours at the College, at which time the students may consult her upon all subjects of hygiene or relative to their personal health.

The general laws of health are enforced so far as possible. It is the purpose of the College Physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

Under the direction of Mrs. Bessie Worthington Horn, and in honor of her mother, the Missionary Society of the Baptist Church of Wilson, North Carolina, has fitted up an infirmary in the Main Building.

### Literary Societies

There are two Literary Societies: Philaretian and Astro-tekton, meeting every Saturday night. These Societies are organized to give variety to the college life and for the promotion of general culture.

After three weeks from the date of registration, any student may become a member of either of the societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

Each society is offered a Memorial Medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrew Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edwin Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

### College Publications

#### By the College

*The Bulletin.*—This is the official publication of the College, and appears quarterly. It will be mailed to any address regularly upon request to the President.

#### By the Students

*The Acorn.*—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, one dollar.

*Oak Leaves.*—The College Annual is published by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

### Lecture and Concert Courses

Each year the College provides a number of lectures and concerts in order that the students may have the opportunity of hearing eminent lecturers and of enjoying the largest advantages in musical culture.

For the year 1913-1914 the courses have been as follows:

Lecture Course

Senator Robert Marion LaFollette, B.S., LL.D., *Representative Government*.

Rev. James Bruton Gambrell, D.D., LL.D., *Scouting in Lee's Army*.

Rev. Hugh Black, M.A., D.D., *Seeing America through Scotch Spectacles*.

John Kendrick Bangs, Ph.B., *Salubrities I Have Met*.

Other Lectures

Hon. Robert Watson Winston, A.B., *Madame Roland*.

Clarence Poe, *The Upbuilding of Country Life in North Carolina*.

Hon. Edward J. Justice, A.B., *The Relation of Young Women to our Present Political and Economic Problems*.

Gilbert Stephenson, A.M., LL.B., *Social Service*.

Mrs. Frederick A. Schoff, *The Work of the Mothers' Congress*.

Rev. John Jeter Hurt, A.B., *The Place of the Christian Religion in the American College*.

Concerts

The Kneisel String Quartette.

Alfred Calzin, pianist.

Mme. Dorothea North, soprano.

Roscoe Kimball, baritone.

## Expenses

### Tuition Each Semester

College Course .....	\$30.00
Literary and Theoretical Work in Music Course (see p....	30.00
Piano .....	\$32.50, 40.00
Organ .....	\$32.50 40.00
Violin .....	30.00
Voice .....	\$32.50, 40.00
Voice, Instructor .....	25.00
Art .....	30.00
China painting .....	30.00

### Fees Each Semester

Matriculation fee (applied on semester's tuition).....	10.00
Chemical Laboratory fee.....	2.50
Biological Laboratory fee.....	1.00
Home Economics Laboratory fee .....	6.00
Library fee .....	1.00
Lecture fee .....	.75
Gymnasium fee .....	1.00
Medical fee .....	2.50
Use of Piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of Pedal Organ one hour daily.....	6.00
Use of Pedal Piano one hour daily.....	4.00
Use of Pipe Organ per hour.....	.25

### Table Board Each Semester

Main Building .....	60.00
East Building .....	33.75

### Room Rent Each Semester

Including fuel, light, and water:

Main Building	{ Front rooms or two-girl rooms.....	17.50
	{ Other rooms in Main Building.....	15.00
Faircloth Hall	{ Front rooms .....	17.50
	{ Other rooms in Faircloth Hall.....	15.00

Fairecloth Hall (to those who board in East Building..	\$17.50
East Building .....	12.50
Home Economics Building.....	12.50
South Cottage .....	11.25
North Cottage .....	11.25

### Expenses for the Year in the Literary Course

#### In Main Building or Fairecloth Hall:

Board, room, lights, fuel, and bath.....	\$150.00 to 155.00
Tuition, College Course.....	60.00
Medical fee .....	5.00
Library fee .....	2.00
Gymnasium fee .....	2.00
Lecture fee .....	1.50

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\$220.50 to \$225.50

In the East Building this amount is from \$47.50 to \$61.50 less, depending upon room.

All bills are due in advance for the semester, but for the convenience of patrons, payments may be made at the beginning of each quarter.

Students who pursue Music and Art may take one literary subject at a cost of \$10.00 a semester.

Students pursuing one special course may take one literary subject at \$12.50 a semester, or two literary subjects at \$22.50 a semester, or three literary subjects at \$30.00 a semester.

Special students may elect one theoretical course in the School of Music at \$10.00 a semester, or two theoretical courses in the School of Music at \$15.00 a semester.

Students in the A.B. course may elect theoretical courses in the School of Music which count toward their degree at \$5.00 each semester.

Graduation fee, including diploma, \$5.00.

Nonresident students are excused from the payment of the medical fee and also of the gymnasium and lecture fees unless they wish to take these courses.

Nonresident students may take one course in Home Economics at \$15.00 a semester or two courses in Home Economics at \$25.00 a semester.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the College Physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the Executive Committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

### **The Payment of Fees**

On days of registration at the beginning of each semester all students are required to pay to the Bursar the matriculation fee of \$10.00 before registering with their Deans.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee for that semester.

Any student who fails to register with her Dean at the appointed time will be required to pay the Bursar an additional fee of \$1.00 and to show receipt for the same to the Classification Committee. This special fee of \$1.00 will be required of those who are late in entering as well of those who neglect to arrange their courses with the Classification Committee, and will not be deducted from any bill. For time of registration see page 33.

To secure rooms, applications must be accompanied by a deposit of \$5.00. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

The \$5.00 room fee deposit and the \$10.00 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

## Admission Requirements

Students are admitted either (*A*) by certificate or (*B*) by examination.

*A.* Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other States accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the President, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools close for the summer. All certificates should be filed with the President not later than August 1st of the year in which the student wishes to enter.

**No candidate will be admitted to the freshman class, except on examination, until such a certificate properly filled out and signed by the principal is presented to the College.**

*B.* Students desiring to be admitted under the second of these conditions should see page 32.

Students applying for advanced standing should read *Credits*, page 45.



## Admission to College Classes

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer:

Latin .....	3 units.
French .....	} .....
or	
German .....	1 unit.
English .....	3 units.
Mathematics: {	Algebra ..... 1.5 units.
	Geometry ..... 1 unit.
History .....	2 units.
Science: {	Physical Geography ..... 0.5 unit.
	Physiology ..... 0.5 unit.
Elective* .....	1.5 units.
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Total .....	14 units.

Every candidate for the B.S. degree must offer:

Latin .....	3 units.
or	} .....
French .....	
or	
German .....	2 units.
English .....	3 units.
Mathematics {	Algebra ..... 1.5 units.
	Geometry ..... 1 unit.
History .....	2 units.
Science {	Physiology ..... 0.5 unit.
	Physical Geography ..... 0.5 unit.
Electives† .....	2½ or 3½ units.
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Total .....	14 units.

\*The elective unit and a half must be selected from the following: a fourth unit in Latin, a second unit in French or German, a third unit in History; an additional half unit in Physical Geography or Physiology; a unit in Physics, Chemistry, or Botany; a unit in Bible; a half unit in Plane Trigonometry, Solid Geometry, or Advanced Algebra.

†See required and elective subjects allowed for entrance to the A. B. course.

### Conditioned Students

A freshman may have two whole conditions and two slight conditions. A slight condition signifies that a student lacks a small part of the preparation in some subject. A whole year's condition in one subject can not be substituted for slight conditions in two subjects.

Each of the other classmen may have conditions not exceeding three hours.

### Irregular Students

A student who wishes to work for a diploma in Music or Art will be admitted to the College as an irregular student if she is able to offer ten units. She must offer three units in English and one unit in a modern language. She may be allowed two whole conditions and two slight conditions; but a condition of not more than one unit is allowed in English. Irregular students are required to take fifteen hours a week.

### Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week, except mature students living in Raleigh.

### Routine of Entrance

Students should report to the office promptly upon arrival for matriculation.

1. *Preliminary Classification.*—All new students must appear before the Classification Committee on the two days before General Registration, for consultation with the committee upon

work taken before coming to this College. For the year 1914-1915 consultations will be held as follows:

September 9, Wednesday, 9 a. m., History and Science;  
3 p. m., Latin.

September 10, Thursday, 9 a. m., English and Modern Languages;  
3 p. m., Mathematics.

2. *Registration*.—On the day of General Registration the student will appear in person before the Deans and be assigned subjects to be carried during the ensuing semester.

No student may register for less than a semester.

Days for registration: September 11th, 9 a. m., for first semester; Tuesday, January 26th, 9 a. m., for second semester.

## Definition of Entrance Requirements

### LATIN (3 units)\*

#### GRAMMAR.

A thorough knowledge of forms and the principles of syntax, with special emphasis upon relative and conditional sentences, indirect discourse and all uses of the Subjunctive. D'Ooge's *Latin for Beginners* and Allen and Greenough's *Latin Grammar* are recommended.

#### PROSE AND COMPOSITION.

Ability to translate into Latin connected passages of idiomatic English of moderate difficulty based on Cæsar and Cicero. This will require one period a week during each year of preparation. Baker and Inglis' *High School Course in Latin Composition* is recommended.

It is of special importance that practice in writing Latin should be continued throughout the entire period of preparation in connection with the reading of Latin authors.

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\*Six books of Virgil's *Æneid* may be offered as a fourth unit in Latin. For a description of this Course, see page 52.

## READING.

Four books of Cæsar's *Gallic War* (Bennett). Six orations of Cicero, including the four against Catiline (Bennett).

Training should be given from the beginning in reading Latin aloud according to the Roman method of pronunciation, with careful attention to vowel quantities, and in translating Latin from hearing as well as at sight from the printed page.

Teachers of Latin in preparatory schools are urged to insist upon the use of idiomatic English in translation.

It will require at least three years of careful study to make the needed preparation.

## MODERN LANGUAGES (1 or 2 units)\*

## FRENCH.

Pupils must be prepared on Part I of Frazer and Squair's *French Grammar* (or its equivalent), and 150-200 pages of simple French reading.

This preparation will require at least one year's work.

## GERMAN.

Pupils taking German must be prepared on Harris's *Lessons in German* (or its equivalent), and 150-200 pages of simple German reading.

This will require at least one year's work.

## ENGLISH (3 units)

## COMPOSITION.

1. There should be practice in writing equivalent to weekly themes for the whole four years of the preparatory course. These weekly themes should average from 350 to 500 words and should be accompanied by definite outlines; the subjects for themes should not be drawn chiefly from books. When studying the paragraph, the student should be allowed to substitute daily

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\*An additional unit in French or German may be offered as follows: in French, Frazer and Squair's *Grammar*, Part II, and the reading of 300 pages of modern prose; in German Joynes-Meissner's *Grammar*, and the reading of 200 pages of literature in the form of easy stories and plays.

paragraph-themes, based on experience, for the weekly theme. She must be able to spell, capitalize, and punctuate correctly. She will be expected to have a practical knowledge of the essentials of English grammar, including inflection, syntax, the use of phrases and clauses.

2. There should be systematic study of rhetoric made subservient to the work in composition. Particular attention should be given to the structure of the sentence, paragraph, and whole composition; to unity, emphasis, and coherence; to good use in words; and to the analysis and outlining of essays. The following books are recommended:

FOR FIRST AND SECOND YEARS.—Hanson's *Two Years Course in English Composition* or Briggs and McKinney's *A First Book of Composition*.

FOR THIRD YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part I (American Book Co.), or Scott and Denney's *Composition-Rhetoric* (Allyn and Bacon).

FOR FOURTH YEAR.—Brooks and Hubbard's *Composition-Rhetoric*, Part II.

#### LITERATURE.

##### A. Reading.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units\* are to be selected, two from each group:

I. The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

\*Each unit is set off by semi-colons.

For any unit of this group a unit from any other group may be substituted.

II. Shakspeare's *The Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

III. Defoe's *Robinson Crusoe*, Part I; Goldsmith's *The Vicar of Wakefield*; either Scott's *Ivanhoe*, or Scott's *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; either Dickens' *David Copperfield*, or Dickens' *A Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

IV. Bunyan's *Pilgrim's Progress*, Part I; *The Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive* and *Warren Hastings*; Thackeray's *English Humourists*; *Selections from Lincoln*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden* or Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage* and *Travels with a Donkey*.

V. Palgrave's *Golden Treasury* (*First Series*), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *The Deserted Village*; Coleridge's *The Ancient Mariner* and Lowell's *The Vision of Sir Launfal*; Scott's *The Lady of the Lake*; Byron's *Childe Harold*, Canto IV, and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (*First Series*), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *The Raven*, Longfellow's *The Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

## B. Study.

Preparation for this part of the work includes thorough study of each of the works named below; a knowledge of the subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books for 1914 are: Shakespere's *Macbeth*; Milton's *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

N. B.—The four masterpieces selected for careful study should take up the whole time devoted to literature in the eleventh grade. No candidate will be given full credit for the masterpieces if read in a lower grade, or if several other masterpieces are crowded into the same year with these.

## MATHEMATICS (2 1-2 units)\*

The preparation for the freshman class will require at least two and one-half years of careful study in the high school. This presupposes a thorough knowledge of practical arithmetic.

ALGEBRA ( $1\frac{1}{2}$  UNITS).

One and one-half years should be spent in this work, with four or five one-hour recitations each week. The fundamental principles of algebra as given in some good high school text-book, should be thoroughly mastered, and facility and accuracy in the manipulation of algebraic expressions should be attained, as well as an understanding of the meanings of the various operations.

*To Quadratics* (1 unit).—The course should occupy not less than one hundred and twenty one-hour recitations, and should cover the four fundamental operations; formulas for multiplication; factoring, including the highest common factor and the lowest common multiple; fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal, with one or more unknown quantities; problems depending on linear equations;

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\*Mathematics I will be accepted as an additional unit in mathematics. For a description of this Course, see page 58.

radicals, including evolution of numbers and polynomials; exponents, fractional and negative.

*Quadratics and Beyond* ( $\frac{1}{2}$  unit).—This course should occupy not less than sixty one-hour recitations. Quadratic equations, numerical and literal, with one or more unknown quantities, and problems depending on them, formulas of the *Nth term*, with application; the progressions with application to problems.

#### PLANE GEOMETRY (1 UNIT).

The usual theorems and constructions of some good text-book. The solution of numerous original exercises. Application to the mensuration of plane surfaces.

#### HISTORY (2 units)\*

The candidate may offer any two of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

#### ANCIENT HISTORY.

TEXT-BOOKS.†—Goodspeed, *History of the Ancient World*, Revised Edition (Scribner's); Morey, *Outlines of Ancient History* (American Book Co.); Myers, *Ancient History*, Revised Edition (Ginn); Webster, *Ancient History* (D. C. Heath); West, *Ancient World* (Allyn and Bacon); Westermann, *The Story of the Ancient Nations* (D. Appleton); Wolfson, *Essentials in Ancient History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; J. S. White, *The Boys and Girls' Herodotus*; Cox, *Tales of Ancient Greece*; Davis, *Readings in Ancient History*; Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Webster, *Readings in Ancient History*; Wheeler, *Alexander the Great*; and Ginn and Co., *Classical Atlas*.

\*A third unit from this group will be accepted.

†Any one text-book of the group is accepted.



## MEDIÆVAL AND MODERN HISTORY.

TEXT-BOOKS.†—Bourne, *Mediæval and Modern History* (Longmans); Harding *New Mediæval and Modern History* (American Book Co.); Myers, *Mediæval and Modern History*, Revised Edition (Ginn); or an equivalent.

The following books are suggested for a school library for supplementary work: Adams, *Civilization During the Middle Ages*; Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; *Epochs of Modern History* (nineteen small volumes, Longmans, Green & Co.); Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Robinson, *Readings in European History*, One Volume Edition; Robinson and Beard, *The Development of Modern Europe*, two volumes; Walker, *The Reformation*; and Dow, *Atlas of European History*.

## ENGLISH HISTORY.

TEXT-BOOKS.\*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); Wrong, *History of the British Nation* (Appleton); or an equivalent.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (four volumes); Cheyney, *Readings in English History*; Colby, *Sources of English History*; *Epochs of Modern History* (nineteen small volumes, Longmans, Green & Co.); Gardiner, *Student's History of England*; Gibbins, *The Industrial History of England*; Green, *A Short History of the English People*; Montague, *Elements of English Constitutional History*; Tout, *A History of Great Britain*; Tuell and Hatch, *Selected Readings in English History*; and Gardiner, *School Atlas of English History*.

## AMERICAN HISTORY.

TEXT-BOOKS.\*—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley *American History* (Macmillan); Johnson, *High School History of the United States*, Revised Edition (Holt); Ashley, *American Government*, Revised Edition (Macmillan); Garner, *Government in the United States* (American Book Co.); Guitteau, *Government and politics in the United States*

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\*Any one text-book of the group is accepted.

(Houghton Mifflin Co.); James and Sanford, *Government in State and Nation*, Revised Edition (Scribner); Schwinn and Stevenson, *Civil Government* (Lippincott); or an equivalent.

The following books are suggested for a school library for supplementary work: Bassett, *A Short History of the United States*; Coman, *Industrial History of the United States*; Beard, *American Government and Politics* (Macmillan, 1910); Dewey, *Financial History of the United States*; *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; Woodrow Wilson, *A History of the American People* (five volumes); *Statistical Abstract of the United States*; *World Almanac*; and McCoun, *Historical Geography of the United States*.

All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work on special topics from fuller accounts in the school library should cover at least four hundred pages more.

The following further exercises are recommended: Reading notes, in outline and abstract; map-drawing; a few written reports on subjects assigned the student.

All such work should be presented by the candidate in the form of a loose-leaf note book containing all exercises prepared upon any of the four history subjects, written in ink, arranged in the order of their assignment, and certified and approved by the teacher.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); *Revised Report of the Committee of Five* (Macmillan, twenty-five cents); Bourne, *The Teaching of History and Civics* (Longmans); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia) will be found invaluable.

Outline map books for each period and loose-leaf note books may be obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co., of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Department of Education there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the college.

### SCIENCE (1 unit)\*

#### PHYSIOLOGY AND HYGIENE ( $\frac{1}{2}$ UNIT).

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

TEXT.—Fitz's *Physiology and Hygiene*, or Martin's *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

#### PHYSICAL GEOGRAPHY ( $\frac{1}{2}$ UNIT).

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr's *New Physical Geography*.

#### PHYSICS† (1 UNIT).

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note books.

TEXT.—Coleman's *Elements of Physics*.

#### BOTANY (1 UNIT).

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relations of plants to other living things. A large part of this information should be gained by laboratory and field work. In order to get full credit the candidate must submit her laboratory note book.

\*An additional unit and a half in Science will be accepted.

†Physiology and Hygiene, and Physical Geography are required. A unit in either will be accepted. Physics, Botany or Chemistry may be offered.

## CHEMISTRY (1 UNIT).

The course should include the general laws and theories of Chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds. The candidate must submit her laboratory note book which has been certified by her teacher.

## BIBLE (1 unit)

A. *Bible.*

Three recitations a week for a year. Both Testaments must be covered. The abridged edition of Maclear's *Old Testament History* and *New Testament History* will be used. A list of Bible studies to be used with these books will be furnished the schools.

B. *Sunday School Pedagogy.*

One recitation a week for a year. The text-book is the *New Normal Manual*, by Spillman, Leavell, and Burroughs.

C. *Missions.*

- (1) Eight lessons on State Missions.
- (2) Eight lessons on Home Missions.
- (3) Eight lessons on Foreign Missions.
- (4) Eight lessons on the educational and charitable work of the denomination.

The head of the department will send directions for securing books and literature to teachers who are preparing students for the college.

## Requirements for Graduation

To be entitled to a degree or diploma the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward a degree or diploma in one school may be counted toward a degree or diploma in another school, provided that the subject may be regularly counted toward a degree or diploma in the school concerned.

Each student is required to take at least fifteen hours of work a week. No student may take more than sixteen hours of work a week, except by action of the faculty. Seniors are not required to take more than the number of hours necessary to obtain their degree.

## Degrees

The degrees conferred are Bachelor of Arts and Bachelor of Science.

### BACHELOR OF ARTS.

To be entitled to the degree of A.B., a student must complete the forty-one hours of prescribed work and, in addition, nineteen hours of elective work. All courses in the freshman and sophomore years are prescribed; seven hours of elective work are offered in the junior year and twelve in the senior.

Work can not be elected from more than five departments. In case work is chosen from the school of Music or Art, each of these schools from which work is taken shall count as one elective department.

Candidates for the A.B. degree must make a grade of eighty in at least one-half of the courses offered for the degree. On

the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Arts.

#### BACHELOR OF SCIENCE.

To be entitled to the degree of B.S., the student must complete the forty-six hours of prescribed work, and, in addition, fourteen hours of elective work.

Candidates for the B.S. degree must make a grade of eighty in at least one-half of the courses offered for the degree. On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Science.

#### DIPLOMA

The College of Arts and Sciences confers one diploma, the Junior College Diploma.

To be entitled to this diploma a student must complete thirty hours of college work. Twenty-seven of these hours must be made up of freshman and sophomore courses prescribed either for the A.B. or the B.S. degree, the remaining three hours may be elected in the Department of Bible.

# General Regulations for Academic Work

## Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects.

Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy-five is the passing grade.

## Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and church.

At the ends of the first and third quarters parents or guardians are notified if students are not making satisfactory grades.

## Examinations

Examinations are held at the close of each semester in addition to the tests given during the semester.

During examination, no student, without permission from the instructor in charge, is allowed to consult any book or document, or have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been received from any source.

## Conditions and Deficiencies

A student who fails or is deficient in any respect on the work of the first semester will be allowed to pass off the condition the first Monday in April. If she fails at this time, she will

be allowed to take another examination either at the time of delinquent examinations the next May or on the Tuesday immediately preceding the opening of the next fall semester.

A student who fails or is deficient in any respect on the work of the second semester will be allowed to pass off the condition on the Tuesday immediately preceding the opening of the fall semester. If she fails at this time, she will be allowed to take another examination at the time of delinquent examinations the next January.

A student who does not pass off a condition at either of the two times appointed for making up semester conditions will be required to repeat the semester's work in which she failed.

No student will be allowed an examination on other dates than those arranged above, until she shall have shown good reason for it and paid to the Bursar one dollar for the Library Fund. In the case of conflict with other college duties or illness, this fee will be remitted.



# Outline of Course for the A.B. Degree

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1*.....	3	(52)	English Composition 1	3	(55)
French 1.....	3	(53)	Mathematics 1.....	3	(58)
or			Biology 1.....	3	(61)
German 1.....	3	(54)			

## Sophomore Year

Latin 2.....	3	(52)	English Literature 1	3	(56)
French 2.....	3	(54)	Mathematics 2.....	3	(58)
or			History 1.....	3	(59)
German 2.....	3	(55)			

## Junior Year

English Composition 2	2	(56)	Ethics	} .....	1½ (64)
Chemistry 1.....	3	(61)	or		
Psychology .....	1½	(64)	Sociology		
			Electives .....	7	

The following courses are offered as Junior Electives:

Latin 3 or 5.....	3 or 2	(53)	History 2 or 5.....	3	(60)
French 3.....	3	(54)	Natural Science ...		(62)
English Composition 3	1	(56)	Bible 1-7.....		(63)
English Literature 2-3	3	(57)	Education 1 or 2....	2 or 3	(65)
Mathematics 4.....	3	(59)	Art History 1.....	2	(82)
Astronomy .....	3	(59)	Theoretical Courses in		
Home Economics....	3	(67)	Music .....		(94)

## Senior Year

Physiology .....	3	(62)	Electives .....	12	
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The electives for the senior year are the junior electives not already taken and the following:

Latin 4-6.....	1 or 2	(53)	Education 3.....	2 or 3	(66)
History 3 or 4.....	3	(60)	Education 4.....	1	(67)
Philosophy 2.....	3	(64)	Home Economics....	3	(67)

\*The figure immediately following the subject refers to the number of course.  
For outline of course, see page indicated.

# Outline of Course for the B.S. Degree

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1.....	3	(52)	English Composition 1	3	(55)
or			Home Economics 1..	3	(67)
French .....	3	(53)	*Elective .....	3	
or					
German .....	3	(54)			
Biology .....	3	(61)			

## Sophomore Year

French .....	3	(53)	Chemistry 1.....	3	(61)
or			Home Economics 2..	3	(68)
German .....	3	(54)	†Elective .....	3	(68)
English Literature 1	3	(56)			

## Junior Year

Physics .....	3	(62)	Home Economics 5 3 & 3	(68)
Physiology .....	3	(62)	‡Elective .....	3
History 1.....	3	(59)		

Economics must be elected either the Junior or Senior year. Students who presented three units of Latin for entrance and took no college Latin will be taking their third year of a modern language.

## Senior Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
English Composition 2	2	(56)	Home Economics 4..	3	(68)
Psychology .....	1½	(64)	Home Economics 6-7	2	(69)
Philosophy 2 or 3...	1½	(64)	§Elective .....	5	

Those offering three units in Latin will be required to take one year of college Latin and two years of a modern language (French or German) ; or three years of French or German.

\* A second language, or mathematics 1.

† A second language, mathematics 1, History 1, Bible, or Art History.

‡ Junior A.B. Electives, page 47.

§ Electives may be chosen from Junior and Senior A.B. Electives, page 47.

Those offering two years of French or German will continue the subject two years in college and are strongly advised to take two years of the modern language that they do not offer for entrance.

If Latin I or Mathematics I is offered as an elective for entrance or for advanced standing, the subject must be elected still another year or the student must be examined in it. (See Credits, page 45.)

## Outline for the Junior College Diploma in the A.B. Course

### Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1.....	3	(52)	English Composition 1	3	(55)
French 1.....	3	(53)	Mathematics 1.....	3	(58)
or			Biology 1.....	3	(61)
German 1.....	3	(54)			

### Sophomore Year\*

Latin 2.....	3	(52)	English Literature 1	3	(56)
French 2.....	3	(54)	Mathematics 2.....	3	(58)
or			History 1.....	3	(59)
German 2.....	3	(55)			

## Outline for the Junior College Diploma in the B.S. Course

### Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1.....	3	(52)	English Composition 1	3	(55)
or			Home Economics 1..	3	(67)
French .....	3	(53)	†Elective .....	3	
or					
German .....	3	(54)			
Biology .....	3	(61)			

### Sophomore Year

French .....	3	(53)	Chemistry 1 .....	3	(61)
or			Home Economics 2.	3	(68)
German .....	3	(54)	‡Elective .....	3	
English Literature 1	3	(56)			

\* For any course of the sophomore year three hours of work in the Department of Bible may be substituted.

† A second language or mathematics.

‡ A second language, Mathematics 1, History 1, Bible, or Art History.

## Schedule of Recitations

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9.00	French I English Comp. I (a) History I English Lit. II	English Comp. II	French I English Comp. I (a) History I English Lit. II	English Comp. II	French I English Comp. I (a) History I English Lit. II
10.00	English Comp. I (b) Mathematics I (a) Latin II History III	Biology I Education I	English Comp. I (b) Mathematics I (a) Latin II History III	Biology I Education I	English Comp. I (b) Mathematics I (a) Latin II History V
11.00	French II Physiology	Mathematics II Physics Education III	Mathematics II Physiology	French II Physics Education III	Mathematics II Physiology Physics (Lab.)
12.00	Latin I German II Psychology	French II Latin IV History V	Latin I German II Psychology	Latin I History V	Latin I German II Psychology Physics (Lab.)
1.30	English Comp. I (c) Mathematics I (b) German I English Lit. I Geology	Chemistry I	English Comp. I (c) Mathematics I (b) German I English Lit. I Geology		English Comp. I (c) Mathematics I (b) German I English Lit. I Geology
2.30	Biology (Lab. Sec. a) Art History I	Biology (Lab. Sec. b)	Biology (Lab. Sec. a)	Biology (Lab. Sec. b) Art History I	

# Courses of Instruction

## I. Latin

HELEN HULL LAW, *Professor.*

### I. Virgil; Latin Prose Composition.

Required of freshmen.

#### a. Virgil.

Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

*Æneid* (Fairclough-Brown, Greenough and Kittredge). Translation at sight; Latin hexameter; Virgil's life and works. Stress is laid not only upon construction, and the use of good English in translation, but also upon appreciation of the author read.

#### b. Latin Prose Composition.

One hour a week for a year. Friday, 12.

Baker and Inglis' *High School Course in Latin Composition*, Part III. Allen and Greenough's *Latin Grammar*.

### 2. Livy; Horace; Latin Prose Composition.

Required of sophomores. Three hours a week for a year.

#### a. Livy.

Two hours a week for first semester. Thursday and Saturday, 10.

Selections from Books XXI and XXII (Westcott).

#### b. Horace.

Two hours a week for second semester.

Selections from the *Odes and Epodes* (Smith, Shorey-Laing).

History of the Augustan Age; the life and personality of Horace; metres and literary style.

#### c. Latin Prose Composition.

One hour a week for a year. Tuesday, 10.

Prepared and sight exercises.

\*[3. Terence; Latin Poets; Cicero.

Open to juniors and seniors. Two hours a week for a year.  
Wednesday, Friday, 11.

TERENCE.—*Phormio* (Elmer); Study of the dramatic metres; Roman theatrical antiquities; Terence's life; the origin and development of Latin Comedy.

LATIN POETS.—Selections from Ennius, Catullus, Propertius, Tibullus, Ovid, and Martial.

CICERO.—*De Senectute* (Moore); *De Amicitia* (Price). Cicero's views concerning Old Age and Friendship compared with those of modern writers.]

4. Roman Private Life. Outline History of Latin Literature.

Open to juniors and seniors. Required of students electing courses 3 or 5. One hour a week for a year. Wednesday, 12.  
Lectures and assigned readings.

\*5. Tacitus; Horace; Sight Reading from Pliny.

Open to juniors and seniors. Two hours a week for a year.

TACITUS.—*Agricola and Germania* (Gudeman).

PLINY.—*Letters* (Westcott).

HORACE.—*Satires and Epistles* (Rolfe).

†6. Latin Prose Composition.

Open to juniors and seniors. One hour a week for a year.

Students who are planning to teach Latin are advised to consult the professor regarding this course.

## II. Modern Languages

SUSAN ELIZABETH YOUNG, *Professor*.

### FRENCH

1. Advanced Grammar; Written Exercises; Translation; Sight Reading; Conversation.

Required of freshmen as alternate of German. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

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\*Latin 3 and 5 are given in alternate years. Latin 3 not given 1914-1915.

†Hour of recitation to be arranged.

TEXTS USED.—*Grammar* (Frazer and Squair), Part II; *La Tulipe Noire* (Dumas); *La Mare au Diable* (Sand); *Les Précieuses Ridicules* (Molière); *Athalie* (Racine).

Other texts in reading are often used instead of those given.

## 2. Prose Composition; Dictation; Translation; Conversation; Sight Reading.

Required of sophomores as alternate of German. Three hours a week for a year. Tuesday, Friday, 11; Wednesday, 12.

TEXTS USED.—*Hernani* (Victor Hugo); *Le Cid* (Corneille); *Le Misanthrope* (Molière); *La Triade Française* (De Musset, Lamartine, Hugo).

Other texts in reading are often used instead of those given.

## \*3. Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—*French Syntax and Composition* (Mansion); *Le Tartuffe* (Molière); *Seul Grands Auteurs du XIXe Siècle*; *Introduction à la Littérature Française* (Taine).

The texts in reading will be selected from these and other authors.

## GERMAN

### 1. Advanced Grammar; Written Exercises; Translation; Sight Reading; Dictation; Conversation.

Required of freshmen as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

TEXTS.—*Practical German Grammar* (Thomas); *Höher als die Kirche* (Von Hillern); *Bilderbuch ohne Bilder* (Andersen); *Immensee* (Storm); *Die Journalisten* (Freitag); *Wilhelm Tell* (Schiller).

Other texts in reading are frequently substituted for the above

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\*French 3 and German 3 are given in alternate years. German 3 not given in 1914-1915



2. Composition and Grammar; Conversation; Translation;  
Sight Reading.

Required of sophomores as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

TEXTS.—*Composition* (Bacon); *Hermann und Dorothea* (Goethe); *Die Braune Erica* (Jensen); *Die Harzreise* (Heine); *Vergissmeinnicht* (Zu Pulitz).

Other texts in reading may be substituted for the above.

\*[3. Prose Composition; Dictation; Conversation; Translation;  
Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—*Composition* (Bacon); *Nathan Der Weise* (Lessing); *Iphigenie* (Goethe); *Soll und Haben* (Freitag); Lyrics and Ballads.]

### III. English

ELIZABETH AVERY COLTON, *Professor*.

KATHERINE CAMPBELL JOHNSON, *Instructor*.

#### ENGLISH COMPOSITION

##### I. Introductory Course.

Required of freshmen. Three hours a week for a year.

Wednesday, Thursday, Saturday, 9, 10, and 1:30.

Miss Johnson.

First semester: Exposition—special stress on structure. (Weekly themes.)

Second semester: Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes.

TEXTS.—Linn's *Essentials in English Composition* and Linn's *Illustrative Examples of English Composition*; Perry's *Exposition* (American Book Co.) Masterpieces studied as models of structure and style: Palmer's *Self-Cultivation in English*; Ruskin's *Crown of Wild Olive*; Stevenson's *Memories and Portraits*.

Masterpieces for careful reading: *Joan of Arc* and *The English*

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\*Not given in 1914-1915.

*Mail Coach; Essays of Elia; Heroes and Hero-worship; Henry Esmond, or A Tale of Two Cities; Palgrave's Golden Treasury.*

(N. B.—The selection of these masterpieces will depend largely on those presented by the majority of the class for admission. See Entrance Requirements on pages 34-37.)

## 2. Critical Exposition.

Required of juniors. Two hours a week for a year. Wednesday, Friday, 9.

Miss Colton.

By the analysis of prose essay style, and by the study of the underlying principles of the criticism of poetry, the drama, and the novel, this course attempts to familiarize the student with the methods of composition in critical exposition. Fortnightly themes, or their equivalent, are required.

## \*3. Description and Narration.

Open to juniors and seniors whose work is approved by the head of the department. One hour a week for a year.

Miss Colton.

First semester: Description. Stevenson's *Inland Voyage* and *Travels With a Donkey* will be studied in order to illustrate the theory of description and to show the technical advance Stevenson made in writing the second book. Daily practice in writing artistic description.

Second semester: Narration. Analysis of short stories by Hawthorne, Poe, Kipling, and Maupassant to bring out the theory of the modern short story. Weekly practice in writing short stories.

## ENGLISH LITERATURE

### 1. Outline History of English Literature.

Required of sophomores. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

Miss Colton.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work.

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\*Hour of recitation to be arranged.

The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in Greenlaw's *Syllabus of English Literature*. Papers, or written reviews, every four weeks.

The following masterpieces have been selected for careful reading and class discussion: Tinker's *Translations from Old English Poetry*; *Beowulf*; Chaucer's *Prologue*, *Knight's Tale*, and *Nun's Priest's Tale*; *Sir Gawain and the Green Knight*; Malory's *Morte D'Arthur*; old English ballads; *Everyman*; Spenser's *Faerie Queene*, Book I; Sidney's *Apologie for Poetrie*; songs of the sixteenth century dramatist; Bacon's *Essays*; Plutarch's *Lives*—*Pericles*, *Demosthenes*, *Cicero*; six of Shakspeare's plays; Milton's *Paradise Lost*, Books I and II; seventeenth century lyrics; Dryden's *Absalom and Achitophel*; Bunyan's *Pilgrim's Progress*; Pope's *Rape of the Lock*; Swift's *Gulliver's Voyage to Lilliput*; Goldsmith's *She Stoops to Conquer*; selections from nineteenth century poets; and three of the following works: *Pride and Prejudice*, *David Copperfield*, *Vanity Fair*, *Henry Esmond*, *Middlemarch*.

## 2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

Miss Colton.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays will be read in chronological order; several will be studied closely.

## \*3. English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

Careful study of Wordsworth and Coleridge; Shelley and Keats; Tennyson and Browning; with selections from Byron, Scott, Landor, Arnold, Rossetti, Morris, and Swinburne.

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\*Hour of recitation to be arranged.

## IV. Mathematics and Astronomy

MARY HASSELTINE VANN, *Professor.*

## MATHEMATICS

## 1. Algebra and Geometry.

Required of freshmen. Three hours a week for a year.  
Tuesday, Thursday, Saturday, 10 and 1:30.

First semester: *Algebra*.—The work begins with the quadratic equation and includes graphic representation of functions, ratio and proportion, the progressions, the binomial theorem, and mathematical induction, convergency and divergency of series.

TEXT.—Fite, *College Algebra*.

Second semester: Solid Geometry complete.

TEXT.—Slaught and Lennes, *Solid Geometry*.

## 2. Algebra and Trigonometry.

Required of sophomores. Three hours a week for a year.  
Wednesday, Thursday, Saturday, 11.

First semester: *Advanced Algebra*.—The subjects treated are: complex numbers, theory of equations, logarithms, limits, undetermined coefficients, permutations, combinations, probability, and determinants.

TEXT.—Reitz and Cranthorne, *College Algebra*.

Second semester: *Trigonometry*.—Plane and Spherical. Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Ashton and Marsh, *Plane and Spherical Trigonometry*.

## \*[3. Analytical Geometry.

Open to students who have completed courses 1 and 2.

Three hours a week for a year.

Courses 3 and 4 are given in alternate years.

Plane and Solid Analytic Geometry supplemented by lectures on related subjects and the history of Mathematics.

TEXT.—Tanner and Allen, *Analytic Geometry*.]

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\*Not given in 1914-1915.

\*4. Differential and Integral Calculus.

Open to students who have completed course 3. Three hours a week for a year.

Courses 3 and 4 are given in alternate years.

The fundamental principles of Differential and Integral Calculus and their application.

TEXT.—Synder and Hutchinson, *Differential and Integral Calculus*.

## ASTRONOMY

\*1. General Astronomy.

Three hours a week for a year. Prerequisite—Mathematics 2.

This is a three-hour course designed to meet the requirements of students who are specializing in general science and nature study, as well as of students who wish to continue the special branches of astronomy and applied mathematics.

Two hours a week are given to lectures on assigned topics. The third hour is given to constellation study, observation, and exercises with atlas and ephemeris.

## V. History

MARY SHANNON SMITH, *Professor*.

I. European History.

Required of sophomores. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

This is a sophomore study and should not be taken until English Composition 1 has been completed.

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\*Hour of recitation to be arranged.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A Syllabus for the History of Western Europe*; McMurry, *How to Study*; *Current Events*; *Directions for Written Work in History*.

\*[2. English History.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12; Saturday, 10.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

History 2 may be elected either semester, although students are urged to take the full year's work. It will alternate with 5—Principles of Economics.

TEXTS REQUIRED.—Cannon, *Reading References for English History*; *Current Events*; *Directions for Written Work in History*.]

3 and 4. American History.

Open to all seniors. Three hours a week for a year. Tuesday, Thursday, 10, and a third hour at the pleasure of the Professor.

Courses 3 and 4 are usually given in alternate years.

3. American Colonial and United States History to 1829.

\*[4. History of the United States since 1829.]

As the students have unusual opportunities for study and research at the State Library, most of the work of the class is done there.

TEXTS REQUIRED.—Channing, Hart and Turner, *Guide to the Study of American History*, Revised Edition; *Current Events*; *Directions for Written Work in History*.

5. Principles of Economics.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12, and Saturday, 10.

First semester: The rise of modern industry, its expansion in the United States; and the principles of production, exchange, distribution, and consumption.

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\*Not given in 1914-1915.

Second semester: The application of economic principles to such important problems as money, credit, and banking, the tariff, the labor movement, monopolies, railroads, trusts, taxation, and economic reform.

This course will alternate with History 2.

TEXTS REQUIRED.—Seager, *Principles of Economics; Outlines of Economics*, University of Chicago Press; *Current Events; Directions for Written Work in History*.

## VI. Natural Science

J. GREGORY BOOMHOUR, *Professor*.

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of  
Physiology and Hygiene*.

LOUISE COX LANNEAU, *Instructor in Chemistry*.

### 1. General Biology.

Required of freshmen. Three hours a week for a year. Lectures, Wednesday, Friday, 10. Laboratory: Section A, Tuesday, Thursday, 2:30-4:30; Section B, Wednesday, Friday, 2:30-4:30.

Each pupil is provided with a compound microscope and dissecting instruments for making a detailed study of typical specimens from each of the principal groups of plants and animals, with reference to their structure, functions and development. The results of these studies and the principles of relationship and classification are discussed in the lectures.

Field excursions constitute a part of this course. Those taking the course should arrange their other duties so that this field work may be done the first Monday of each month.

Laboratory fee, \$2.

### 2. General Chemistry.

Required of juniors. Three hours a week for a year. Lecture, Wednesday, 1:30. Laboratory, Tuesday and Saturday, 9-12.

This course gives a knowledge of the fundamental principles of Chemistry. The laboratory exercises are devoted to the preparation and the study of the more common inorganic elements and compounds. The lectures include the history of the development of the subject and discussions of the properties of the elements and com-

pounds prepared in the laboratory and a treatment of some of the important theories of Chemistry. Much attention is given to the application of the science to the problems of life.

Laboratory fee, \$5.

TEXT.—Newell, *Descriptive Chemistry*.

### 3. Physiology and Hygiene.

Required of seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

TEXT.—Kirk, *Hand Book of Physiology*.

### 4. General Physics.

Open to juniors and seniors. Three hours a week. Lectures, Wednesday, Friday, 11. Laboratory, Saturday, 11-1.

This course combines laboratory work, classroom demonstrations and lectures, for presenting the most important principles involved in the study of mechanics, sound and light. Special apparatus has been provided for laboratory exercises in this department.

### 5. Geology.

Open to juniors and seniors. Three hours a week. Tuesday, Thursday, Saturday, 1:30.

A study of the agencies now in operation modifying the surface of the earth, the structure, rocks and minerals of the earth's crust; the history of the development of the earth-structure and of the organic kingdoms.

The department is provided with a small but representative collection of mineral products of the State and minerals and fossils from other States, and the class has access to the State Museum, which contains a large collection of lithological and mineralogical formations.

TEXT.—LeConte, *Elements of Geology*.

The following additional electives are offered in the department of Natural Science:

Botany; Zoölogy; Analytical Chemistry. Each of these electives may be taken in one semester so as to count two hours toward a degree, or for the year so as to count three hours. Those expecting to elect in this department should consult with the professor on the day of General Registration at the time the Classification Committee first meets.



## VII. Bible and Philosophy

LEMUEL ELMER McMILLAN FREEMAN, *Professor.*

### BIBLE

\*1. Old Testament History and Life of Christ.

Open to college students who intend to take only one year in Bible and who do not meet the requirements for other Bible courses. Two hours a week for a year.

\*2. Hebrew History and Prophecy.

Intended primarily for sophomores, but open to all classes. Three hours a week for a year.

\*3. The Life of Christ.

Three hours a week for the first semester.

\*4. The History of the Apostolic Church.

Open to students who have completed course 1 or course 3. Three hours a week for the second semester.

\*5. Sunday School Pedagogy.

Open to all college students. One or two hours a week for a year.

Books used are selected from the first six in the Normal Course of the Sunday School Board of the Southern Baptist Convention. There are two divisions of the class. Students may take work in either or in both.

1. Lectures and assigned written work. One hour a week for a year.

2. Written work and examination on assigned books. One hour a week for a year.

\*6. Missions.

Open to all college classes. One hour a week for a year.

Assigned reading, lectures, and class discussion. It is intended that this course shall give a good knowledge of mission fields at

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\*Hour of recitation to be arranged.

home and abroad, and also such understanding of mission methods as will fit students for practical service as leaders in mission work and study.

\*7. Bible Doctrines.

Open to all college classes. One hour a week for a year.

This course aims to give such knowledge of Bible doctrines as will help Sunday School teachers and other Christian workers.

## PHILOSOPHY

### 1. Psychology.

Required of juniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 12.

### 2. Ethics.

Required of juniors who do not take Sociology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 12. This course will alternate with Sociology. It may be made an elective by students who take Sociology as a required subject.

### †[3. Sociology.

Required of juniors who do not take Ethics. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 12. This course will alternate with Ethics. It may be made an elective by students who take Ethics as a required subject.

In this course special attention is given to present-day social problems and methods of reform.]

## VIII. Education

MARY SHANNON SMITH, *Professor.*

It is essential that all students who expect to teach should know the principles of their profession; but as most women deal, either directly or indirectly, with education and the training of children, the following courses should be of general value.

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\*Hour of recitation to be arranged.

†Not given in 1914-1915.

\*†1. History of Education.

Open to juniors and seniors. Two hours a week for a year.  
Wednesday, Friday, 10.

First semester: History of Education to Modern Times.

A somewhat hurried survey of the educational ideals and practices of the past, with special reference to their influence on the present.

Second semester: History of Education in Modern Times.

A more detailed study of education from the later sixteenth century, with an examination not only of the ideas of the great modern thinkers, but of the changes in the problem following the industrial revolution of the eighteenth century and the rise of democracy in the nineteenth.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject matter of the paper, emphasis is placed on the best way to get and arrange material.

TEXTS.—Monroe, *History of Education*; Monroe, *Syllabus of the History of Education*.

\*†[2. Educational Psychology and Child Study.

Open to juniors and seniors. Two hours a week for a year.  
Wednesday, Friday, 10.

First semester: Educational Psychology.

In this course the principles of psychology that apply to education and teaching are studied in order that they may conform as far as possible to natural laws.

TEXTS.—Thorndike, *Elements of Psychology*; Thorndike, *Principles of Teaching*; collateral reading.

Second semester: The physical, mental and moral development of children.

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\*Courses 1 and 2 are given alternate years. Course 2 not given in 1914-1915.

†Students may count a third hour by extra work under supervision of the Professor.

This subject should have a special interest for all who expect to deal with child-life, whether in the home or school. The work is based on psychology.

TEXT.—Kirkpatrick, *Fundamentals of Child Study*; collateral reading.

There will be lectures, class discussions, and one or two papers.

It is expected that all students will have taken Biology and be taking General Psychology and Ethics.]

### \*3. The Principles of Education and School and Classroom Management.

Open to seniors. Two hours a week for a year. Wednesday, Friday, 11.

Except in those cases where the natural ability of the student lies in primary or grade work, it is the common practice for graduates of women's colleges who teach to go into departmental work in high schools, or academies. The emphasis in this course will therefore be placed on that phase of work. The course will also develop the unity of the various periods of education, the general problems of classroom work, and some of the large fundamental questions connected with universal education.

When a student is definitely planning to teach in the grades, it will be helpful to elect the education courses in Art and Music as an aid to the classroom teaching of these subjects in the public schools.

First semester: The Principles of Education.

A study of modern educational theory.

TEXTS.—Bagley, *The Educative Process*; McMurry, *How to Study and Teaching How to Study*; Spencer, *Education*; collateral reading.

Second semester: School and Classroom Management.

The work will include lectures on various problems of school and classroom management and a brief survey of the course of study prescribed by the State for the grades and high schools; preparation of lesson plans; school laws of the State.

Through the kindness of Superintendent Harper and the Raleigh Board of Education the students have the privilege of observing the work of experienced teachers in the various grades of the city schools and in the High School. One visit is also made to the private kindergarten of Miss Busbee.

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\*Students may count a third hour by extra work under supervision of the Professor. A.B. seniors are strongly advised to elect a third hour in Education 3.

TEXTS.—Bagley, *Classroom Management*; Colgrove, *The Teacher and the School*; text-book library; collateral reading.

During the year the class will be expected to study the books prescribed by the State for the Teachers' Reading Circles and to read *North Carolina Education* and *Current Events*. Also these books recommended by the State on Secondary Education: *The North Carolina Handbook for High School Teachers*; one of the following: Brown, *The American High School*; DeGarmo, *The Principles of Secondary Education*, Vol. I; Hollister, *High School Administration*.

#### 4. A Study of Secondary Education.

Open to Seniors. One hour a week for a year. Hour of recitation to be arranged.

First Semester: A brief history of Secondary Education in England and Germany, and a more detailed study of its development in the United States.

TEXTS.—Brown, *The Making of our Middle Schools*; collateral reading.

Second Semester: Organization; courses of study; methods of teaching.

Students are expected to have taken Education 1 or 2, or be taking Education 3.

TEXTS.—Johnston, *High School Education*; collateral reading.

Besides a carefully selected library of modern books on education, the department has also a complete set of the United States Reports from 1867; the Bulletins of the United States Department of Education; a classified list of school reports and courses of study from typical towns, cities, and states throughout the country; a collection of pamphlets and articles on various subjects of current educational discussion and interest; a text-book library; and current educational magazines.

Students have also many educational advantages from the situation of Meredith in Raleigh.

### IX. Home Economics

KATHERINE PARKER, *Professor*.

This new department offers to young women a scientific training in matters pertaining essentially to the home, and also aims to meet the increasing demand for college trained teachers of Home Economics for our high and graded schools.

\*1. Cooking.

Required of freshmen in the B.S. course. Open to juniors and seniors in the A.B. course. One lecture and two laboratory periods each week for a year.†

The course includes the principles of cooking and their application to foods in regard to digestibility, palatability and attractiveness. The laboratory periods are used to study the best methods of cooking, and of preparing simple meals. During the year, each student is required to cook and serve a breakfast, lunch or supper.

No one text is required, but references are given to various books in the library.

\*2. Cooking.

Required of sophomores in the B.S. course. Open to juniors and seniors in the A.B. course. One lecture and two laboratory periods a week for a year.

Prerequisites: Cooking I and Biology.

Continuation of the work done in Course 1, with the preparation of more elaborate dishes. Special study is made of the more modern methods and principles applied to this subject, including the use of the fireless cooker and other conveniences. Each student is required to cook and to serve a dinner, or a more elaborate lunch than was served in Cooking 1.

\*3. Food Constituents.

Required of juniors in the B.S. course. Open to juniors and seniors in the A.B. course. Three hours a week for the second semester.

Prerequisites: Cooking I, Biology and Chemistry.

This course includes a study of the composition of foods in detail, and their source, production and manufacture. It will be a basis for the work in Foods and Dietetics.

TEXTS.—Bailey, *Sanitary and Applied Chemistry*; Hutchinson, *Foods and Dietetics*; Snyder, *Human Foods*; Farmers' *Bulletins*.

‡4. Foods and Dietetics.

Required of seniors in the B.S. course. Open to juniors and seniors in the A.B. course. Three hours a week for the year. Prerequisites: Cooking, Food Constituents, Biology, Chemistry and Physiology.

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\*Hours of recitation to be arranged.

†A laboratory period requires two hours and receives one hour credit.

‡Not given in 1914-1915.

First semester: The work is continued from Course 3. Foods are studied according to their places on the menu, their dietetic value, their combinations and their cost. Menus are made out for certain prices.

Second semester: The menus prepared during the first half of the year are worked out and criticised.

One or more papers are required in this course.]

\*5. Household Management.

Required of juniors in the B.S. course. Open to juniors and seniors in the A.B. course. Three hours a week for the first semester.

Prerequisites: Biology and Chemistry.

This course includes a study of the principles of sanitary science; household sanitation; the best methods for the routine of house work; the study of economic principles as applied to the home; and the division of income. The work includes lectures, recitations, collateral reading, laboratory and research work.

†[6. Home Decoration.

Required of seniors in the B.S. course. Elective for juniors and seniors in the A.B. course. Three hours a week for the first semester.

The principles of design and of decoration as applied to the home are subjects which do not usually receive the attention they deserve. This course includes the study of house plans and room plans in their relation to the work carried on in the home, to the saving of space, and to the development of beauty.

Students are advised to elect a course in Art History before taking this work.]

†[7. Lecture Course.

Required of seniors in the B.S. course. Elective for juniors and seniors in the A.B. course. One hour a week for the second semester.]

8. Course Open to the Women of Raleigh.

Details of the work will be announced later.

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\* Hours of recitation to be arranged.

† Not given in 1914-1915.





# Register of College Students

## Senior Class

Anderson, Meda Elizabeth.....	Mars Hill.
Ballentine, Lillian Mabel.....	Cardenas.
Bennett, Agnes Louise.....	Middleburg.
Benton, Eunice Gertrude.....	Monroe.
Bullard, Sallie Leanna.....	Fayetteville.
Eddins, Nora Page.....	Palmerville.
Farrior, Minnie Bryan.....	Raleigh.
Fleming, Myrtha Frances.....	Raleigh.
Futrell, Martha Louise.....	Scotland Neck.
Gosney, Minnie Stamps.....	Raleigh.
Gulley, Margaret.....	Wake Forest.
Jones, Kate Bernard.....	Raleigh.
Martin, Sallie Emma.....	Mt. Airy.
McKaughan, Anne .....	Vinton, Va.
Perry, Ocala Dorothy.....	Elizabeth City.
Stone, Alma Irene.....	Chapel Hill.
Tyner, Cora Leigh.....	Buies.

## Junior Class

Adams, Helen .....	Newton.
Beasley, Antoinette .....	Monroe.
Grayson, Alda .....	Rutherfordton.
Higgs, Marguerite Annie.....	Greenville.
Howard, Valeria Johnson.....	Roseboro.
Johnson, Lois .....	Thomasville.
Jordan, Susie Spurgeon.....	Calvert.
Lineberry, Martha Bennett.....	Colerain.
Marshbanks, Flossie.....	Mars Hill.
McKenzie, Isabel.....	Loris, S. C.
Mull, Lou Bessie.....	Shelby.
Page, Lida Howell.....	Nelson.
Pierce, Allie Anne.....	Colerain.
Watkins, Louise Fourman.....	Goldsboro.

**Sophomore Class**

Adams, Angeline Elizabeth.....	Newton.
Biggers, Caroline .....	Monroe.
Briggs, Ada Flora.....	Suffolk, Va.
Chambliss, Laviece Mae.....	Wilson.
Covington, Cornelia Evermond.....	Florence, S. C.
Jones, Mary Willard.....	Wingate.
Lamm, Dixie Vance.....	Lucama.
Newton, Clara Barton.....	Kerr.
Osborne, Katherine Elura.....	Clyde.
Parker, Ella .....	Mt. Gilead.
Rea, Marjorie Helen.....	New Bern.
Royster, Esther Frances.....	Henderson.
Thompson, Irene Lillian.....	Mt. Airy.
Vann, Dorothy McDowell.....	Raleigh.
Wall, Ida Ethel.....	Wallburg.
Wall, Martha Christine.....	Wallburg.
Watkins, Sarah Kirby.....	Wake Forest.
Whitaker, Grace Aline.....	Horseshoe.

**Freshman Class**

Alderman, Ethel Jane.....	Delway.
Alderman, Lucy Agnes.....	Edenton.
Ashcraft, Annie May.....	Monroe.
Benton, Lenna .....	Cary.
Bird, Rosella .....	Mt. Olive.
Blanchard, Mildred Sue.....	Fuquay Springs.
Bradsher, Mildred Josephine.....	Roxboro.
Brewer, Ellen Dozier.....	Wake Forest.
Brown, Ethel James .....	Long Island.
Campbell, Viola Allen.....	Statesville.
Carter, Amy Lee.....	Asheville, R. F. D. No. 3.
Carter, Mattie May Bryan.....	Asheville, R. F. D. No. 3.
Craig, Annie Elizabeth.....	Monroe.
Dellinger, Cora Edna.....	Shelby.
Dew, Teresa .....	Latta, S. C.
Draughan, Alexandra Jane.....	Dunn.
Ebbs, Runda Bryan.....	Spring Creek.
Edwards, Clota Lillian.....	Mars Hill.

Fowler, Nellie Blake.....	Statesville.
Gaddy, Cora Elizabeth.....	Wingate.
Garvey, Margaret Hilda.....	Wilmington.
Greene, Minda .....	Wakefield.
Guirkin, Chloe Marie.....	Raleigh.
Hamrick, Lucy Wright.....	Shelby.
Heinzerling, Myrtle Louise.....	Statesville.
Higgs, Lelia Shields.....	Greenville.
Hocutt, Rosa Beatrice.....	Ashton.
Holding, Louise Cox.....	Wake Forest.
Johnson, Mary Lynch.....	Raleigh.
Jones, Mattie Lillie.....	Wingate.
Joyner, Nancy Elizabeth.....	Garysburg.
Knott, Sophia Jane.....	Kinston.
Maynard, Margaret Lillian.....	Apex.
McIntosh, Elma Lula.....	Rockingham.
McKenzie, Mary .....	Loris, S. C.
McMurry, Margaret Hamrick.....	Shelby.
Medlin, Mary Woodward.....	Raleigh.
Memory, Mary .....	Whiteville.
Mills, Minnie Lewis.....	Wake Forest.
Newton, Anna Thomas.....	Durham.
Norwood, Oma Ceola.....	Neuse.
Nye, Mary Thomas .....	Orrum.
Osborne, Mattie Wood.....	Clyde.
Owen, Mary Ruth.....	Clarksville, Va.
Paschal, Nellie Adelaide.....	Goldston.
Phillips, Lucille .....	Durham.
Pope, Annie Lee.....	Dunn.
Ray, Jane Noaille.....	Raleigh.
Reddish, Mary Lillian .....	Raleigh, R. F. D. No. 1.
Reynolds, Lulie Snow Virginia.....	Raleigh.
Rogers, Janie Pearle.....	Stem.
Royall, Elizabeth .....	Wake Forest.
Sellars, Bessie Lea.....	Burlington.
Smith, Ethel .....	Ridgecrest.
Snider, Mary .....	Durham.
Snow, Maisie Frances .....	Crutchfield.
Stanton, Bessie .....	Rowland.
Tabor, Blanche .....	Raleigh.

Vann, Elizabeth Rogers.....	Raleigh.
Webb, Muriel Elodie .....	Morehead City.
Williams, Mildred .....	Lumberton.
Wood, Virginia Paschal.....	Holly Springs.

### Special Students

Buffaloe, Ethel Hicks.....	Raleigh.
Wiggs, Bertha Scarborough.....	Raleigh.

### Summary

Seniors .....	17
Juniors .....	14
Sophomores .....	18
Freshmen .....	62
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Total .....	111
Specials .....	2

Students from other Schools taking work in the College are as follows:

From Art classmen.....	3
From Music classmen.....	49
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From the Academy.....	20
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Total .....	185





## **School of Art**





## School of Art

IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON

LUCY WEST LITCHFORD, *Associate Professor of Applied Design.*

STUDENT MEREDITH COLLEGE SCHOOL OF ART; MISS MASON, NEW YORK;  
SPECIAL WORK IN PARIS.

The Art Department is accommodated in a large and well adapted Studio on the fourth floor of the Main Building. It is furnished with casts and such artistic material as is necessary for the work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction in this school is similar to that adopted by the leading instructors of New York and Philadelphia, and corresponds to the work done by the Academie Julien, Paris. It seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way. A club which meets once in two weeks gives the students an opportunity to know what is being done in the world of art at the present time and is also a pleasant social occasion. An excellent collection of art books and the best art magazines are in the College Library for use in all the work of the department.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

### Art Medal

To encourage originality of thought and expression Miss Fannie E. S. Heck offers a gold medal for the best piece of original work done in Meredith College, either from life or nature, or embodying an ideal conception. Any medium may be used. The merit of the work is passed upon by two

competent critics not connected with the school, assisted by the instructor in charge.

If the work does not reach the required standard the medal will be withheld.

### Admission

The general requirements are the same as for admission to the College.

To enter the School of Art in the regular course leading to graduation in art, the student must have completed ten units of the Entrance Requirements for the A.B. course. (See page 31.) She must offer two units in English. She may be allowed two whole conditions and two slight conditions; but no condition is allowed in the two units in English. All conditions must be removed before the senior year.

### Requirements for Graduation

The regular course in the School of Art will cover four years, but a student is not held back till the end of the year if her art work warrants promotion beforehand.

Graduation in the school is intended to include a trip to the Northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the course in the School of Art and who have also completed thirty-three hours of literary work, twelve in the Academy and twenty-one in the College, in addition to the ten units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.

## Outline of Course for Diploma in Art

### FRESHMAN YEAR.

Freehand drawing in charcoal  
from geometrical solids, vases,  
fruits, foliage and flowers.  
Color analysis and values.  
Flat washes in watercolor.  
Modeling in clay.  
Perspective in pencil drawings  
and pastel.

### SOPHOMORE YEAR.

Elementary antique.  
Still life painting.  
Original designing.  
Outdoor sketching.  
Perspective.  
Composition.

### JUNIOR YEAR.

Advanced antique.  
Still life painting.  
Illustration and composition.  
Advanced modeling.  
Life drawing.  
Landscape painting.  
Art History 1.  
Physiology, College ( $\frac{1}{2}$  year).

### SENIOR YEAR.

Painting from still life in oil,  
watercolor and pastel.  
Painting from the head and  
draped life model.  
Landscape painting in all me-  
diums.  
Applied design.  
Original compositions; normal  
work.  
Art History 2.

The following work in the Academy and the A.B. course is recommended for students in the School of Art:

### FRESHMAN YEAR.

English (Academy 4) .. 4 hours.  
French (Academy 4) .. 4 hours.  
Latin (Academy 4) ... 4 hours.

### SOPHOMORE YEAR.

English Composition 1. 3 hours.  
French 1. .... 3 hours.  
Elective ..... 4 hours.

### JUNIOR YEAR.

English Literature 1 .. 3 hours.  
History 1..... 3 hours.  
Physiology ( $\frac{1}{2}$  year).  $1\frac{1}{2}$  hours.  
Bible ( $\frac{1}{2}$  year).....  $1\frac{1}{2}$  hours.

### SENIOR YEAR.

Elective ..... 2 hours.  
(Those expecting to teach are  
advised to elect Education 3.)

## DEPARTMENT OF APPLIED DESIGN

## China Painting

First year: Elements of ornamentation, principles of porcelain decoration, study of technique.

Second year: Enamels, lustres, and application of original designs.

Associate Professor Litchford.

## ART HISTORY

1. Two hours a week for a year. Required of Art students and elective for the A.B. or B.S. degrees. Prerequisite for A.B. or B.S. students, English Composition 1.

In the junior year a general survey of art history will be given, using as a basis Goodyear's *History of Art*.

Parallel reading is required in the following works, to be found in the libraries of the College and of the city. Work upon these texts is supplemented by such illustrative material as is found in the State Museum and afforded by the architecture of the city. Good prints of the best examples of art are used freely.

TEXTS.—Reinach's *Apollo*; Reber's *History of Ancient Art*; Hamlin's *History of Architecture*; Marquand and Frothingham's *History of Architecture*; Rosengarten's *Architectural Styles*; Van Rensselaer's *English Cathedrals*; Gardner's *Handbook of Greek Sculpture*; Bullfinch's *Mythology*; Tarbell's *History of Greek Art*; Vasari's *Lives of the Painters*; Goodyear's *Mediæval Art*; Müther's *History of Modern Art*; Hurl's *Studies of Old Masters*; Goodyear's *Renaissance and Modern Art*; Van Dyke's *History of Painting*; MacFall's *History of Painting*.

2. Two hours a week for a year. Required of Art students.

The course consists of lectures and papers on special subjects and periods.

TEXTS.—Winkelman's *History of Ancient Art*; Lessing's *Laoköon*; Lübke's *History of Art*; Walter's *History of Ancient Pottery*; Strong's *Roman Sculpture*; Lanciani's *Pagan and Christian Rome*; Mau's *Pompeii, Its Life and Art*; Symond's *Renaissance in Italy*; Mrs. Oliphant's *Makers of Florence*; Hoppin's *Great Epochs in Art History*; Caffin's *Story of American Painting*; Birge Harrison's *Landscape Painting*; Ruskin's *Modern Painters*; Browning's *Poems*.

## Course in Educational Art

Two hours a week for a year. Elective for A.B. or B.S. students and as such counts one hour toward a degree.

The following course is offered for those who are expecting to teach in the public schools; for those who wish to know something of the theory and practice of design as related to the home and the trades; and for those who wish to cultivate an appreciation of the principles of beauty as seen in nature and in the fine arts.

Art students may substitute this course for an equivalent part of the work of the senior year.

### OUTLINE OF COURSE

#### FIRST SEMESTER:

1. Composition in line and mass; space arrangement; principles of rhythm, balance, emphasis and unity; Grade work for first and second years, based on the Prang System of Art Education; problems.

2. Theory, relations and harmony of color; color as to hue, value, intensity and luminosity; color applied to interior decoration; Grade work for third and fourth years; problems.

#### SECOND SEMESTER:

3. Water color painting; flowers, fruits and landscape; an elective craft; Grade work for fifth, sixth, and seventh years; problems.

4. Occasional lectures continuing through the year; a study of some historic masterpieces as related to our present-day problems; an elective craft.

5. Problems for high school work.

# Register of Students

## School of Art

### Sophomore Class

Bradsher, Edna Earle.....	Roxboro.
Eddins, Lola Vann.....	Palmerville.

### Freshman Class

Morgan, Hassie May.....	Waynesville.
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### Art Only

Brasefield, Lucy Mary.....	Neuse.
Dortch, Elizabeth .....	Raleigh.
Gilbert, Mrs. Rosa Baugham.....	Raleigh.
MacDonald, Margaret Janet.....	Raleigh.
Maddry, Mrs. Emma Parker.....	Raleigh.
Reynolds, Inez .....	Raleigh.
Schwartz, Henrietta .....	Raleigh.
Simpkins, Hallie .....	Raleigh.
Yates, Mrs. Ethel Weathers.....	Raleigh.

## Summary

Sophomores .....	2	
Freshmen .....	1	
		3
Art only .....		9

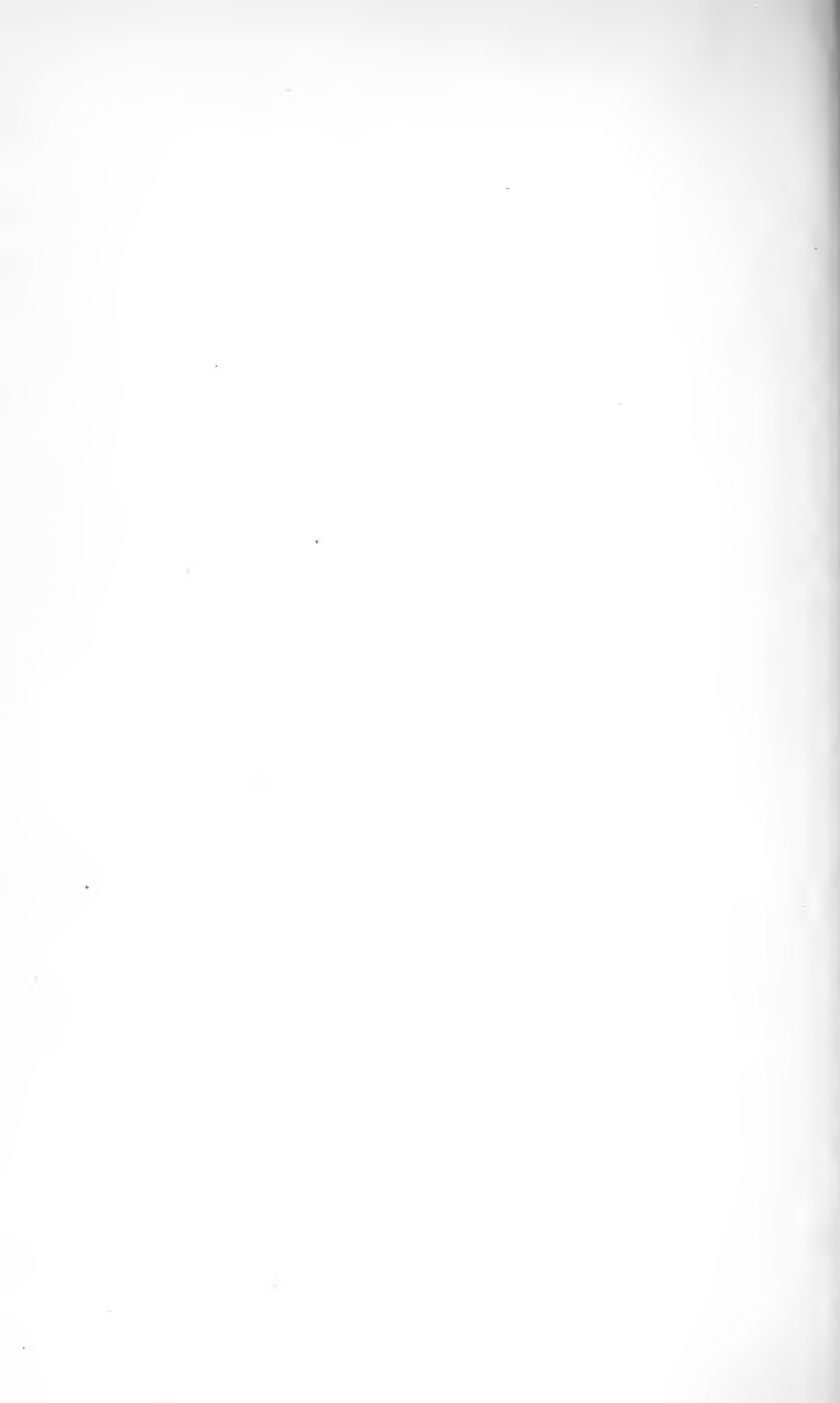
Students from other Schools electing work in Art as follows:

From College classmen.....	1
From the Academy.....	9
	10

Students from other Schools electing work in Art History, as follows:

From College classmen.....	20
Total .....	42







## **School of Music**



# Faculty of Music School

## GUSTAV HAGEDORN,

PUPIL OF ADOLF HAHN AND LEOPOLD LICHTENBERG; LATE MEMBER OF CINCINNATI SYMPHONY ORCHESTRA (FIVE YEARS); PUPIL OF ISSAY BARMAS AND EDGAR STILLMAN-KELLEY, BERLIN.

DEAN—PROFESSOR OF VIOLIN, ORCHESTRAL INSTRUMENTS,  
HARMONY, HISTORY OF MUSIC.

## HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. MCKINLEY, NEW YORK; COTOGNI, ROME; MME. MATZA VON NIESSON STONE, BERLIN; CLERBOIS, PARIS; VILLANI, MILAN

PROFESSOR OF VOICE CULTURE AND ART OF SINGING.

## ALBERT MILDENBERG,

PUPIL OF RAFAEL JOSEFFY, NEW YORK; JULES MASSENET, CONSERVATOIRE DE PARIS; OTTO HERMAN, ROYAL CONSERVATORY OF BERLIN; LECHETISKY, VIENNA; PUCCINI, MILAN; G. SGAMBATI, ROYAL ST. CAECILIA ACADEMY OF MUSIC, ROME.

DIRECTOR OF PIANO—PROFESSOR OF PIANO AND ORGAN—MUSICAL ANALYSIS,  
COUNTERPOINT.

## MARY ELIZABETH FUTRELL,

CERTIFICATE IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; ARTIST'S AND  
TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC.

PROFESSOR OF PIANO AND ENSEMBLE PLAYING.

## HARRIETTE LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; ARTHUR J. HUBBARD, BOSTON; MME. MATZA VON NIESSON STONE, BERLIN.

PROFESSOR OF VOICE CULTURE.

## RUBY GENEVIEVE PENNY,

CERTIFICATE IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; PUPIL NEW  
ENGLAND CONSERVATORY OF MUSIC.

INSTRUCTOR IN PIANO.

## MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF  
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;  
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

INSTRUCTOR IN MUSIC PEDAGOGY.

## JULIETTE LOVING,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC.

INSTRUCTOR IN PUBLIC SCHOOL MUSIC.

## Aim and Equipment

The school aims at the production of intelligent musicians of liberal culture in the various departments of work.

Each department of the school has at its head a teacher who has been thoroughly trained in the best methods of instruction and has had years of successful teaching experience.

The school is equipped with thirty-six upright pianos, three grand pianos, one pedal piano, two organs, a victrola and a pianola, making a thorough equipment for teaching technical and artistic proficiency.

## Admission

To enter the regular Music Course leading to a diploma in Music, a student must have completed ten units of the Entrance Requirements for the A.B. degree. (See page 31.) In addition she must have sufficient musical and technical training to prepare her to pursue successfully the work of the freshman year in the department of the School of Music in which she wishes to enter. (See page 91.) She must offer three units in English and one in a modern language. She may be allowed two whole conditions and two slight conditions; but a condition of not more than one unit is allowed in English. Two of the above slight conditions may be in instrumental music. (For complete outline of Preparatory Course see page 128.)

Other students may elect Music as one study, but will not be allowed more than two hours practice daily.

## Requirements for Graduation

To be entitled to a diploma from the School of Music, the student must have satisfactorily completed the course in Piano, Organ, Violin, or Voice, together with the required theoretical

courses and literary work (see courses outlined pages 91-92 for Diploma in Music), and must have given a public recital of standard works (from memory) in a creditable and artistic manner.

Graduates in Voice must have attained the grade of sophomore in piano playing.

## Outline of Course for Diploma in School of Music

### FRESHMAN YEAR.

Subjects	Credit Hours	Page
Music History 1....	2	(95)
Harmony 1.....	2	(94)
Theory 1.....	1	(95)
Ensemble Playing...		(102)
Solo Class, Recitals and Concerts.....		(102)
Piano, Organ, Violin or Voice (two half hour lessons per week) .....		
English Composition 1	3	(55)

### JUNIOR YEAR.

Harmony 3.....	2	(94)
Music Pedagogy 1..	1	(96)
Analysis 1.....	2	(96)
Ensemble Playing..		(102)
Solo Class, Recitals and Concerts.....		(102)
Piano, Organ, Violin or Voice (two half hour lessons per week) .....		
German 1.....	3	(54)
or		
French 1.....	3	(53)

### SOPHOMORE YEAR.

Subjects	Credit Hours	Page
Music History 2....	2	(95)
Harmony 2.....	2	(94)
Ensemble Playing...		(102)
Solo Class, Recitals and Concerts.....		(102)
Piano, Organ, Violin or Voice (two half hour lessons per week) .....		
English Literature 1	3	(56)

### SENIOR YEAR.

Harmony 4.....	2	(94)
Music Pedagogy 2..	3	(96)
Music History 3....	1	(95)
Ensemble Playing...		(102)
Solo Class, Recitals and Concerts.....		(102)
Piano, Organ, Violin or Voice (two half hour lessons per week) .....		
German 2.....	3	(55)
or		
French 2.....	3	(54)

## Outline of Course for Diploma in Public School Music

FRESHMAN YEAR.			SOPHOMORE YEAR.		
Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Music History 1....	2	(95)	Music History 2....	2	(95)
Harmony 1.....	2	(94)	Harmony 2 .....	2	(94)
Theory 1.....	1	(95)	Ensemble Playing...		(102)
Ensemble Playing..		(102)	Solo Class, Recitals and Concerts.....		(102)
Solo Class, Recitals and Concerts.....		(102)	Piano (two half hour lessons per week).		
Piano (two half hour lessons per week)			English Literature 1	3	(56)
English Composition 1	3	(55)			
JUNIOR YEAR.			SENIOR YEAR.		
Harmony 3.....	2	(94)	Methods 2.....	2	(97)
Music Pedagogy 1...	1	(96)	Music Pedagogy 2...	3	(96)
Methods 1.....	2	(96)	Analysis 1 .....	2	(96)
Voice (two half hour lessons per week)			Practical Teaching, Voice (two half hour lessons per week).		
Philosophy 1 and 2.	3	(64)	Education 3.....	2	(66)
*Elective .....	3				

\*An elective of three hours from the first three years of the A.B. or B.S. course may be taken, subject to the approval of the Dean.

Schedule of Recitations, School of Music

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9.00	Harmony I	History I	History III	Harmony I	History I
10.00		History II			History II
11.00	Harmony III	Harmony II	Theory	Harmony III	Harmony II
12.00	Harmony I	Counterpoint		Harmony I	Counterpoint
1.30		Musical Analysis			Musical Analysis
2.30		Solo Class			
3.30			Choir Rehearsal		
5.00	Ensemble	Ensemble	Recital	Ensemble	Ensemble

# Theoretical Courses

## Harmony

### 1. Introductory Harmony and Ear Training.

Required of freshmen. Two hours a week for a year. Tuesdays and Fridays, 9 and 12.

Instructor Blalock.

The course embraces the formation and recognition of major and minor scales, triads, and intervals, and all seventh chords. The harmonization of simple melodies employing simple or primary harmonies.

TEXT.—Tapper's *First Year Harmony*.

### 2. Harmony.

Required of sophomores. Two hours a week for a year. Wednesdays, Saturdays, 11.

Dean Hagedorn.

Figured basses and the harmonization of melodies, employing triads, diminished and secondary seventh chords, modulations, etc.

TEXT.—Foote and Spalding's *Modern Harmony*.

### 3. Advanced Harmony.

Required of juniors. Two hours a week for a year. Tuesdays, Fridays, 11.

Dean Hagedorn.

Continuation of the harmonization of melodies, employing altered chords, all nonchordal elements, and pedal point. Harmony completed.

TEXT.—Foote and Spalding's *Modern Harmony*.

### 4. Counterpoint.

Required of seniors. Two hours a week for a year. Wednesdays, Saturdays, 12.

Professor Mildenberg.

Counterpoint in the various species of two, three, and four parts.

TEXT.—Goetschius' *Exercises in Counterpoint*.



## History of Music

### 1. History of Music.

Required of freshmen. Two hours a week for a year.  
Wednesdays, Saturdays, 9.

Professor Mildenberg.

A general survey of Musical History.

TEXT.—Hamilton's *Outlines of Musical History*.

### 2. History of Music.

Required of sophomores. Two hours a week for a year.  
Tuesdays, Fridays, 10.

Dean Hagedorn.

The development of the art from ancient to modern times is shown, including the Greek modes, systems of notation, the Troubadours and Minnesingers, the beginnings of opera, the orchestra, the symphony; and during the second semester special attention is given to the great masters and their influence on the development of music.

TEXT.—Henderson's *How Music Developed*.

### 3. Advanced History of Music.

Required of seniors. One hour a week for a year. Thursdays, 9.

Dean Hagedorn.

The evolution of music; study of the symphonies, and other standard orchestral compositions.

## Theory

### 1. Theory.

Required of freshmen. One hour a week for a year. Thursdays, 11.

Instructor Penny.

History of notation, accent (natural and artificial), rhythm, tempo, embellishments, acoustics, and orchestral instruments are studied in this course.

TEXT.—Elson's *Theory of Music*.

## Analysis

### I. Musical Form and Analysis.

Required of juniors. Two hours a week for a year. Wednesdays, Saturdays, 1:30.

Professor Mildenberg.

TEXT.—Goetschius' *Lessons in Music Form*.

The course embraces analysis of the various musical forms; primary, song, rondo, sonata, and the fugue forms.

## Music Pedagogy

### \*I. Music Pedagogy.

Required of juniors. One hour a week for a year.

Mrs. Ferrell.

A course of lectures dealing with the principles and methods of piano instruction.

### \*2. Music Pedagogy.

Required of seniors. Three hours a week for a year.

Mrs. Ferrell.

This course embraces lectures and practice in teaching under the direct supervision of the instructor, giving students immediate opportunity of testing the knowledge gained in the lectures.

## Methods of Public School Music

### \*I. Public School Music.

Required of juniors. Two hours a week for a year.

Instructor Loving.

This course embraces sight-singing, tune principles, rote songs, time principles, chromatics according to the system taught by the Institute of Music Pedagogy of Northampton, Mass.

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\*Hour of recitation to be arranged.

\*[2. Public School Music.

Required of seniors. Two hours a week for a year.

This course embraces a study of the child voice and special problems of the Supervisor. Chorus conducting, practice teaching and suggestions for the formation of school orchestras and choruses.]

## Chorus and Orchestral Training

### 1. Chorus and Choir Training.

Open to all students having good singing voices. Required of sophomore, junior, and senior students in voice culture and all regular music students having good singing voices. Two hours a week for a year. Thursdays, 3:30.

Dean Hagedorn.

Thursday afternoons are the regular rehearsals of the College choir, composed of fifty-two selected voices. The best sacred music—consisting of hymns, chants, and anthems—is studied, and the choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons.

### 2. Orchestra Class.

Open to all students who are sufficiently advanced in playing any orchestral instrument. One hour a week for a year. Wednesdays, 8.

Dean Hagedorn.

The best ensemble music is studied and several concerts are given during the year.

NOTE.—The following courses are elective for A.B. or B.S. students and as such receive the indicated credit: Harmony 2-4, History of Music 2 and 3, Musical Analysis 1, Orchestral Training 2, and Harmony 1, if followed by Harmony 2. Methods in Public School Music 1 and 2 are elective for A.B. or B.S. students and each counts one hour toward a degree. The maximum credit allowed is six hours.

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\*Not given in 1914-1915.

## Department of Pianoforte

ALBERT MILDENBERG, *Director.*

MARY ELIZABETH FUTRELL, *Professor.*

RUBY GENEVIEVE PENNY, *Instructor.*

The course of study in pianoforte includes all grades of exercises and compositions required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelligent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the student.

Students on entering are graded according to the quality, not the quantity, of past work.

### I. FRESHMAN.

Technical exercises for the development of flexibility and velocity. Practice of scales, chords, arpeggios, and passage work in various rhythms, selected studies in the grade of the following: Czerny, *Op. 229*; Krause, *Trill Studies, Op. 2*; Heller, *Selected Studies*; Bach, *Little Preludes*.

Easy sonatas and other compositions by standard composers at the discretion of the teacher.

### 2. SOPHOMORE.

Technical exercises requiring a higher degree of velocity and mental and musical control. Practice of scales, chords, arpeggios with various accents and rhythmical treatment.

Doering, *Octave Studies*; Cramer, *Selected Studies*; Bach, *Two and Three-part Inventions*; Czerny, *Op. 740*; Sonatas and other standard compositions of medium difficulty.

### 3 JUNIOR.

Special technical exercises for overcoming the difficulties met with in the works of classic and modern composers.

Kullak's *Octave School, Part I*; Clementi, *Gradus Ad Parnassum*; Kleinmichael, *Special Etudes, Op. 50, Books I and II*; Chopin, *Pre-*

*ludes*; Sonatas and Solo works by Beethoven, Schumann, Mendelssohn, and other compositions of merit, character, and excellence by composers of all periods.

#### 4. SENIOR.

Advanced technical work continued.

Bach, selections from the *Well-tempered Clavichord*; special Etudes of different composers appropriate to this grade; Chopin, the easier Etudes; standard compositions by Beethoven, Mendelssohn, von Weber, Tschaikowsky, Brahms, Grieg, etc.

#### 5. GRADUATE COURSE.

For those desiring to perfect themselves more fully in the technic and the artistic rendition of the more difficult Etudes of Chopin, Liszt, Henselt, Rubinstein, etc., and the larger and more important works of the entire range of piano literature, with special reference to working up a repertoire for public performance. Wide discretion will be exercised in selecting works to be studied.

### Department of Organ

ALBERT MILDENBERG, *Professor.*

All students must complete the freshman year piano before beginning Organ and complete sophomore piano to graduate.

First year: Pedal Scales. Broken Intervals and Arpeggios. Clemmens, *Organ School*, Book I; Whiting, *Pedal Studies for Beginners*, Book II; Smaller pieces in romantic style; Hymn playing.

Second year: Schneider, *Pedal Studies*; Dudley Buck, *Phrasing Studies*; Bach, *Little Preludes and Fugues*; Pieces by Dubois, Lemare, Guilman and others. Modulation and transposition for church use.

Third year: Bach, *Greater Preludes and Fugues*; Sonatas by Guilman, Rogers, Rheinberger, Mendelssohn. Larger Compositions of Dubois, Lemmens, Buck, Merkel and Saint-Saens.

## Department of Violin and Stringed Instruments

GUSTAV HAGEDORN, *Professor.*

The training is according to the most modern and approved methods. Those sufficiently advanced are required to take part in orchestral work.

The general outline of study of the Violin Department is as follows:

## 1. FRESHMAN.

Kaiser's *36 Studies*; Jacques Dont's *20 Progressive Exercises*; Schradieck's *Technical Studies, Book I*, and pieces to suit grade.

## 2. SOPHOMORE.

Mazas' *Studies, Op. 36*; Dont's *Op. 37, 24 Preparatory Exercises to Rode and Kreutzer*; Ries, *Op. 26, 15 Violin Studies*; Hrymali's *Scale Studies*. The easier sonatas and pieces.

## 3. JUNIOR.

Kreutzer's *Forty-two Etudes*; Campagnoli, *Op. 18, 7 Divertissements*; Meertz, *12 Studies for the Bow*; Dancla, *Op. 74*. Easier Beethoven and Mozart Sonatas, and Concertos by Rode, Viotti, and De Beriot.

## 4. SENIOR.

Fiorillo, *36 Etudes*; Rode, *24 Caprices*; Alard, *Op. 16*. Selections from Bach's Sonatas for Violin Solo; Modern Sonatas by Grieg, etc.; Concertos by Bruch, Mendelssohn, Spohr.

## 5. GRADUATE COURSE.

Gavinies, *24 Matinées*; Leonard's *Gymnastique du Violin*; Dont's *Op. 35, Op. 1, 25 Studies*; Modern Concertos by Godard, Molique, Vieuxtemps, Spohr, and Fantasies by Leonard, Wieniawski, Hubay, Wilhelmj; Sonatas by Sjögren, Huber, and the more difficult ones of Beethoven.

## Department of Voice Culture

HELEN MARIE DAY, *Professor.*

HARRIETTE LOUISE DAY, *Professor.*

The course includes such exercises as will give the student the proper use of the vocal organs, the control of the breath, the physiology of the vowels and consonants, the application of the words to music, etc. Students will receive the best possible drill in exercises for obtaining correct use and flexibility of the voice, and will be thoroughly instructed in the use of songs for the home, the church and for the concert stage.

### 1. FRESHMAN.

Development of the chest; breath control and its influence on tone; breathing allied with attack, tone placing and tone formation; resonance; throaty, nasal, and white tones corrected; tremolo eliminated.

STUDIES.—Behnke and Pearce; Concone; Vaccai.

### 2. SOPHOMORE.

Exercises for breath control, tone placing, and tone formation continued. Exercises for the equalization of the registers; staccato tone and attack; sustaining tones and supporting the voice on the breath.

Studies by Concone and Vaccai; Easy songs in English.

### 3. JUNIOR.

Technical preparation; tone coloring; dynamics, the mezzo voce; the portamento; treatment of vowels and consonants; cadenzas, mordents, and trills.

STUDIES.—Concone in Italian; Abt and Marchesi; Songs in English.

### 4. SENIOR.

Flexibility; the broad dramatic, florid, *coleratura* styles; the pure *legato*; interpretation, style, diction, expression, phrasing, and enunciation; stage presence.

STUDIES.—Italian Anthology of Song; the oratorio arias; excerpts from standard operas; songs from the German, French, Italian, and English schools.

Second, third, and fourth year vocal students in residence are required to become members of the College choir at the option of the Dean.

## Department of Public School Music

GUSTAV HAGEDORN, *Professor.*

JULIETTE LOVING, *Instructor.*

Owing to the constantly increasing demand for well trained Public School Music Supervisors, Meredith College offers a four years' course in this subject. The entrance requirements are the same as for any other course in the School of Music. See page 90.

The method followed is that of the Institute of Music Pedagogy of Northampton, Massachusetts, and embraces every phase of this important subject. The subject matter is first presented, then special tasks are taken up; such as the child voice, monotones, the relation of the supervisor to the grade teacher, the formation of choruses and school orchestras.

Public performances, chorus conducting, accompanying, and other problems are discussed.

This course leads to the Diploma in Public School Music. For outline of course see page 92.

## Ensemble Playing

Ensemble playing is one of the most practical and useful experiences a student can have, as it improves the general musicianship, especially along the lines of sight-reading and accompanying. Self-control is cultivated by the necessity for careful listening, for steadiness of rhythm, and for quick adjustment to the artistic needs of the moment. To students who are backward in reading music at sight, this practice is invaluable.

Sophomores, juniors and seniors in the Piano Course will devote one hour each week to ensemble playing.



### **Solo Class**

As a preparation for recital and concert playing, a weekly solo class is held, at which all students enrolled in the regular course must appear. This class is of much value to those who are troubled with nervousness or timidity in performing before others. The meetings are of an informal character, and the student receives the benefit of a wider range of work than she alone is able to cover, and her ambition is kindled by observing the work accomplished by others.

### **Students' Recitals**

All music students are required to attend the weekly students' recitals and to take part in them when requested to do so by their teacher.

### **Faculty Concerts**

The Music Faculty give several concerts and recitals during the session, which are free to all students.

The students have frequent opportunities of hearing noted artists in concert and recital, which is of incalculable benefit to those pursuing a musical education.

The music students are expected to attend all concerts given under the auspices of the school.

### **Music Supplies**

Music students are expected to deposit a sum of money with the Dean of Music at the beginning of the session, sufficient to pay for sheet music and music supplies used. A ticket will be issued for each deposit, and unused coupons will be redeemed in full at the end of the session. Advanced students will deposit \$5.00; preparatory students, \$2.50.

# Register of Students

## School of Music

### Senior Class

DeLoatche, Mary Eloise.....	Norfolk, Va.
Dixon, Lala Lucy.....	Siler City.
Elliott, Mary Alma.....	Mackey's Ferry.
Gough, Caroline Melke.....	Lumberton.
Grimmer, Mae Frances.....	Cape Charles, Va.
Johnson, Katherine Campbell.....	Thomasville.
Knowles, Katherine Parker.....	Mt. Olive.

### Junior Class

Best, Annalee.....	Warsaw.
Caldwell, Annie Ruth.....	Lumberton.
Hall, Maude Estelle.....	Fayetteville.
McIntyre, Mildred .....	Lumberton.
Tomlinson, Elizabeth Coleman.....	Fayetteville.

### Sophomore Class

Bell, Lorna Helen.....	Wakefield.
Campbell, Bessie Pearson.....	Buie's Creek.
Floyd, Wrennie .....	Fairmont.
Lane, Eva Maud.....	Auburn.
Lunn, Sarah Isabelle.....	Timmons ville, S. C.
Norris, Elia Rand.....	Holly Springs.
Oliver, Lucy Amelia.....	Mt. Olive.
Pope, Margaret Mary.....	Dunn.
Pridgen, Roberta Elizabeth.....	Kinston.
Pruette, Mary Olivia.....	Charlotte.
Williams, Clyde Orma.....	Kenansville.

### Freshman Class

Best, Aldene .....	Warsaw.
Bridges, Mamie Love .....	Bladenboro.
Britt, Eunice Stansel.....	Lumberton.
Cox, Blanche Bunyon.....	Winterville.

Ferrell, Mary Lois.....	Raleigh.
Gaddy, Mattie .....	Wingate.
Gordan, Corinne Park.....	Baskerville, Va.
Harris, Roxie Peebles.....	Mapleville.
Haynes, Grace Adelaide.....	Mt. Airy.
Hendren, Mary Elizabeth .....	Chadbourn.
Herring, Effie Mae.....	Aulander.
Hocutt, Naomi .....	Graham.
Holland, Fannie Nerata.....	Apex.
Johnson, Sallie Mae.....	Delway.
Kendall, May Frances.....	Shelby.
Keyes, Anna Rose.....	Raleigh.
McIntosh, Sarah Othello.....	Rockingham.
Miller, Ethel Julia.....	Rowland.
Moss, Kathleen .....	Castalia.
Neal, Josie .....	Monroe.
Owen, Grace Baldwin.....	Mints.
Page, Nellie Ruth.....	Nelson.
Parker, Irene Weller.....	Rocky Mount.
Wall, Claudia May.....	Wallburg.
Wells, Mary Caroline.....	Wallace.
Wiggs, Estelle Thomas.....	Raleigh.

### Irregular

Deaton, Mary Ruth.....	Troy.
Fales, Lottie Pearl.....	Wilmington.
Norfleet, Nannie Cullen.....	Norfolk, Va.
Norfleet, Hontas Zuliem.....	Norfolk, Va.
Poteat, Helen Purefoy.....	Wake Forest.

### College Music Only

Bedell, Mrs. Jean Whitney.....	New York.
Betts, Vivian Gray.....	Raleigh.
<i>A.B., Meredith College.</i>	
Bost, Mabel Augusta.....	Birmingham, Ala.
<i>Cincinnati Conservatory of Music.</i>	
Broughton, Needham Bryant, Jr.....	Raleigh.
<i>A.B., Wake Forest College.</i>	
Bruner, Mrs. Eli Murray.....	Raleigh.
Fryant, Grace Lillian.....	Raleigh.

Camp, James Leonidas, Jr.....	Franklin, Va.
<i>Wake Forest College.</i>	
Clark, Marjorie Louise.....	Raleigh.
Cooke, Oza Lee.....	Franklinton.
Cooper, Mary Louise .....	Raleigh.
Dewar, Gladys .....	Raleigh.
Dowell, Mrs. Horace Kirby.....	Raleigh.
Edwards, Margaret Alice.....	Raleigh.
Egerton, Laura .....	Asheville.
Farrell, Charles .....	Winston-Salem.
<i>A.B., Wake Forest College.</i>	
Faucette, Margaret .....	Raleigh.
<i>Diploma in Piano and Voice, Meredith College.</i>	
Ferrell, Ethel .....	Raleigh.
Ferrell, Inez .....	Raleigh.
Futrell, Elizabeth Mary.....	Scotland Neck.
<i>Artist's and Teacher's Diploma, New England Conservatory of Music.</i>	
Glascok, Mrs. Harold.....	Raleigh.
Habel, Margaret Royster.....	Raleigh.
Highsmith, Annie .....	Fayetteville.
<i>A.B., Meredith College.</i>	
Holman, Bertha Belo.....	Raleigh.
Holloway, Edna Earle.....	Raleigh.
Holloway, Elizabeth Ada.....	Raleigh.
Hunter, Callie Jackson.....	Raleigh.
Jones, Lucy Penelope.....	Raleigh.
Jordan, Robert Allen .....	Dunn.
Kelly, Sarah Pauline.....	Darlington, S. C.
<i>A. B., Greenville Female College.</i>	
King, Margie.....	Raleigh.
Lanneau, Louise Cox.....	Wake Forest.
<i>A.B., Meredith College.</i>	
Loving, Juliette .....	Fayetteville.
<i>Diploma in Piano, Meredith College.</i>	
McCorkle, Estelle .....	Raleigh.
Minor, Eva .....	Durham.
Mizzel, Evie Leigh.....	Raleigh.
Oliver, Mrs. Margaret.....	Raleigh.
Park, Frances Caroline.....	Raleigh.

Pearson, Iva Lanier.....	Dunn.
<i>Diploma in Voice, Meredith College.</i>	
Penny, Ruby Genevieve.....	Garner.
<i>New England Conservatory of Music.</i>	
Poole, Frances Belle.....	Clayton.
Poole, Jarvis Jelman.....	Wake Forest.
<i>Wake Forest College.</i>	
Ray, Bessie .....	Raleigh.
Ray, Mary Sumter .....	Raleigh.
Ray, Ruth Brickell.....	Raleigh.
Rogers, Annie Thompson.....	Raleigh.
Rook, Mrs. Nettie Rodwell.....	Cary.
<i>Certificate in Piano, Meredith College.</i>	
Simms, Mrs. Virginia Egerton.....	Raleigh.
<i>A.M., Meredith College.</i>	
Smith, Rice .....	Raleigh.
Sorrell, Lettie Ethel.....	Raleigh.
Thompson, Theodora .....	Raleigh.
Upchurch, Maude Lee.....	Apex.
Vann, Mary Hasseltine.....	Aulander.
<i>A.B., Cornell University.</i>	
Watson, Fannie Louine.....	Fayetteville.
Winkler, Mrs. Grace Ball.....	Raleigh.

## Summary

Seniors .....	7	
Juniors .....	5	
Sophomores .....	11	
Freshmen .....	26	
	<hr/>	49
Irregulars .....	5	
College music only.....	54	
	<hr/>	59
Students from other Schools taking College Music are as follows:		
From College classmen .....	9	
From the Academy.....	15	
	<hr/>	24
Total .....		<hr/> 132

## Summary of Students Taking College Work

Classmen in College.....	111	
Special College .....	2	
Students from other Schools taking one or more courses in the College .....	72	
		— 185
Classmen in Art.....	3	
Art only .....	9	
Students from College electing Art.....	1	
Students from Academy electing work in Art.....	9	
Students from other Schools taking work in Art History... ..	20	
		— 42
Classmen in Music .....	49	
Irregulars in Music .....	5	
College Music only .....	54	
Students from other schools taking work in College Music..	24	
		— 132
Total .....	359	
Deducting students counted in more than one school.....	126	
		—
Total .....	233	

## Summary by States

North Carolina .....	216
Virginia .....	9
South Carolina .....	6
Alabama .....	1
New York .....	1
	—
Total .....	233

## Needs of the College

The standard of college education is advancing so rapidly in the South that it will be necessary for the endowment to be constantly increased if Meredith is to carry out the ideals of its founders. Each year additional library and laboratory equipment makes itself more strongly felt, and higher salaries are demanded by experienced college-trained teachers. Especially will the Department of Home Economics, which is to be added in September, 1914, increase the expenses of the college in laboratory and faculty equipment.

As Meredith has been rated by educational authorities as coming nearer to the standard set by the Association of Colleges and Secondary Schools of the Southern States than any other college for women in North Carolina, we hope that those interested in the education of women will enable us to increase our equipment so that we may fulfill all the conditions now demanded by standard colleges.

In order to do this, it will be necessary for us to have gifts and bequests providing for:

1. Increase of General Endowment.
2. Endowment of Professorships.
3. Loan Fund.
4. Scholarships.\*
5. New Dormitories.
6. Science Building.
7. Gymnasium.
8. Infirmary Building.
9. Library Building.
10. Music Building.
11. Laundry Building.
12. Larger Grounds.

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\*Income from one thousand dollars at six per cent will endow a tuition scholarship; income from four thousand dollars will endow a scholarship covering all expenses.

Since many in the State are unable to make large donations, we must depend for the present mainly on legacies and numerous small gifts; hence we suggest the following forms to any desiring to make a bequest to the college in their wills:

I give and bequeath to Meredith College the sum of.....  
dollars, for the use and benefit of the said college.

I give and bequeath to Meredith College the sum of.....  
thousand dollars, to be invested and called the.....  
Scholarship (or Professorship).

I give and bequeath to Meredith College the sum of.....  
thousand dollars to be used for a.....building.



**MEREDITH ACADEMY**

**AND**

**DEPARTMENT OF PREPARATORY  
MUSIC**



## Faculty of Meredith Academy

LUCY DICKINSON, *Principal*,

VASSAR COLLEGE.

ENGLISH—MATHEMATICS.

VIVIAN GRAY BETTS, A.B.,

MEREDITH COLLEGE, A.B.

LATIN—FRENCH—HISTORY.

LOUISE COX LANNEAU, A.B.,

MEREDITH COLLEGE, A.B.; STUDENT WAKE FOREST COLLEGE; COLUMBIA UNIVERSITY.

SCIENCE—GERMAN.

## Admission

It is the desire of the College Faculty and Board of Trustees to coöperate with the high schools and academies throughout the State, to lend them all possible assistance, and to receive their students upon their recommendations. But since many schools in North Carolina do not offer the fourteen units for admission to Meredith College, it is often necessary for students to prepare for college in Meredith Academy.

The Academy offers a course covering the last three years of high school work.

The Academy has been put in the A class of accredited schools by the State Inspector of High Schools.

### \*Expenses Each Semester

#### Tuition

Second year .....	\$25.00
Third and fourth years.....	30.00
Preparatory Department, School of Music:	
Piano .....	\$20.00 and \$25.00
Violin .....	\$20.00 and 25.00

#### Table Board

Main Building .....	\$60.00
East Building .....	33.75

#### Room Rent

Including light, fuel, and water:

Main Building—	{	Front rooms and two-girl rooms...	\$17.50
	{	Other rooms in Main Building....	15.00
Faircloth Hall—	{	Front rooms .....	17.50
	{	Other rooms in Faircloth Hall .....	15.00
Faircloth Hall	(to those who board in East Building)		17.50
East Building .....			12.50
Home Economics Building.....			12.50
South Cottage .....			11.25
North Cottage .....			11.25

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\*For full statement of payment of fees, etc., see page 26.

**Fees**

Matriculation fee (applied on semester's bill) .....	\$10.00
Library fee .....	1.00
Lecture fee .....	.75
Gymnasium fee .....	1.00
Medical fee .....	2.50
Piano rent, one hour daily.....	4.50
Piano rent, each additional hour.....	2.25

The graduating exercises of Meredith Academy are held each year on the Saturday preceding the Commencement week of Meredith College. For 1914-1915 this will be May twenty-second.

**Outline of Course, Meredith Academy****\*Second Year**

Latin 2.....	4 hours.	Mathematics 2.....	4 hours.
English 2.....	4 hours.	History 2.....	4 hours.

**Third Year**

Latin 3.....	4 hours.	Mathematics 3.....	4 hours.
English 3.....	4 hours.	History 3.....	4 hours.

**Fourth Year**

Latin 4.....	4 hours.	English 4.....	4 hours.
Modern Language.....	4 hours.	Physics 4.....	4 hours.

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\*For admission to this class the first year of high school work or the eighth grade must have been completed.

## Schedule of Recitations

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9.00	Latin II English III Latin IV	Latin II	English III Latin IV	Latin II English III Latin IV	Latin II English III Latin IV
10.00	History II German	History II German	History II German	History II German	
11.00	History III	History III English IV	History III English IV	History III English IV	English IV
12.00	English II Latin III Physics	English II Latin III Physics	English II Latin III	Physics	English II Latin III Physics (Lab.)
1.30	Mathematics II French	Mathematics II French	Mathematics II French	Mathematics II French	Physics (Lab.)
2.30	Mathematics III	Mathematics III	Mathematics III		Mathematics III

# Courses of Instruction

## I. Latin

### 2. Forms and Simple Sentences.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 9.

Declensions, conjugations, pronunciation, and principles of syntax. Translation and practice in writing simple English into Latin. Reading aloud according to Roman method of pronunciation. Translation from hearing as well as at sight from the printed page.

This course will require one or two years, according to the ability and previous training of the student.

TEXT.—*Latin for Beginners* (D'Ooge).

### 3. Cæsar—Composition.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

Books I, II, III, IV of Cæsar's *Gallic War* (Bennett).

Latin Grammar (Allen and Greenough).

Prose Composition (Baker and Inglis, *High School Course in Latin Composition*).

One hour a week.

### \*4. Cicero—Composition.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 9.

Six orations of Cicero (Bennett).

Latin Grammar (Allen and Greenough).

Prose Composition (Baker and Inglis, *High School Course in Latin Composition*); one hour a week.

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\*This class is taught by Professor Law.

## II. Modern Languages

### 4. (a) French—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30.

TEXTS.—Frazer and Squair's *French Grammar, Part I. La Tache du Petit Pierre. La Mère Michel et son Chat. Le Tour de la France par deux Enfants.*

Work done from other texts of same grade will be accepted.

### 4. (b) German—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10.

TEXTS.—Harris's *Lessons in German. Marchen und Erzählungen. Glück Auf. Immensee.*

Work done from other texts of same grade will be accepted.

## III. English

### 2. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

COMPOSITION.—Practice in oral and written composition two times a week. Hanson's *English Composition* (Ginn & Co.) will serve as a review in grammar and in sentence structure, and will suggest definite composition work for pupils. Frequent spelling drills.

LITERATURE.—Irving's *Sketch Book*; Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Scott's *Ivanhoe*; *Lives of Great English Writers* (Houghton, Mifflin & Co.).

### 3. Composition and Literature.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 9.

COMPOSITION.—Short themes, three times a week, during the first half year. Longer themes, once a week, during the second half year. Brooks and Hubbard's *Composition-Rhetoric, Part I* (American Book Co.). Frequent spelling drills.



LITERATURE.—Poe's *Poems and Tales*; Tennyson's *Idylls of the King*; George Eliot's *Silas Marner*; Shakspeare's *Merchant of Venice* and *Julius Cæsar*.

#### 4. Composition and Literature.

Four hours a week for a year. Wednesday, Thursday, Friday, Saturday, 11.

COMPOSITION.—Three paragraph-themes alternating with long themes each week throughout the year. Brooks and Hubbard's *Composition-Rhetoric*, Part II. Frequent spelling drills.

LITERATURE.—Shakspeare's *Macbeth*; Macaulay's *Life of Johnson*; Burke's *Speech on Conciliation With America*; Milton's *Minor Poems*; *Lives of Great English Writers*.

### IV. Mathematics

#### 2. High School Algebra Complete (1 unit).

Four hours a week for a year, Tuesday, Wednesday, Thursday, Friday, 1:30.

TEXT.—Tanner, *Elementary Algebra*.

#### 3. Plane Geometry Complete (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 2:30.

TEXT.—Hart and Feldman, *Plane Geometry*.

The entire course is designed to prepare pupils for the freshman class in mathematics, which presupposes a thorough knowledge of the four fundamental operations of algebra, factoring, linear and quadratic equations, and the progressions. Especial emphasis is placed on the correlation of arithmetic, algebra and geometry. Various problems common to the three subjects are introduced and analyzed, also problems showing the relation of geometry to the professions.

### V. History

#### 2. Ancient History to 800 A. D.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10.

First semester: Oriental Nations, Greece.

Second semester: Rome.

Besides the work in the text-book, there is collateral reading in the library each semester of at least two hundred pages. Notes from this reading are taken in ink in a loose-leaf note book. Selected outline maps are filled in. The second semester there are occasional special history papers. Written lessons, or tests, are given every few weeks throughout the year.

All of the written work follows the printed *Directions for Written Work in History as used at Meredith College and Meredith Academy*.

TEXTS.—Westermann, *Story of the Ancient Nations*; McKinley, *Outline Atlas of Ancient History*; *Current Events*.

### \*3. [(a) English History.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The supplementary work is similar in every way to that of the second year, but more advanced.

The *Directions for Written Work in History* are carefully followed.

TEXTS.—Cheyney, *A Short History of England*; Trenholme, *Outline of English History*; McKinley, *Outline Atlas of English History*; *Current Events*.]

### \*3. (b) American History, with the Elements of Civil Government.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First semester: American Colonial and United States History to 1829.

Second semester: The United States since 1829; Civil Government.

The supplementary work is similar in every way to that of the second year, but more advanced.

The *Directions for Written Work in History* are carefully followed.

TEXTS.—Ashley, *American History*; *An Outline for the Study of American Civil Government in Secondary Schools* (Macmillan); *American History Syllabus* (D. C. Heath); McKinley, *Outline Atlas of American History*; *Current Events*.

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\*3(a) and 3(b) will be given alternate years in order that students who wish may count a third unit toward entrance credit. 3(a) will not be given 1914-1915.

## VI. Natural Science

### 4. Physics (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 12.

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note books.

TEXT.—Coleman's *Elements of Physics*.



# Register of Students

## Meredith Academy

### Academy IV

Aydlett, Helen Byrd.....	Pasquotank.
Bailey, Beulah Mae.....	Johnston.
Barnes, Andrew Virginia.....	Robeson.
Barnes, Bertha .....	Robeson.
Beasley, Harriet Stewart.....	Union.
Brooks, Helen Vesta.....	Halifax.
Dekle, Allie May.....	Georgia.
Dover, Lila Elizabeth.....	Cleveland.
Hamrick, Elaine Mary .....	Cleveland.
Hardison, Ethel .....	Johnston.
Harrill, Nellie May .....	Lincoln.
Hoover, Shasta Alice.....	Lincoln.
Jordan, Annie Siltou.....	Transylvania.
Mitchell, Zeula Clyde.....	Franklin.
Nix, Lucile .....	Cleveland.
Olive, Grace Carlton.....	Wake.
Pearson, Ethel Ruth.....	Wake.
Smith, Mary Annie.....	Cleveland.
Townsend, Annie Louise .....	Robeson.
Williams, Ruby Ovessa.....	Robeson.

### Academy III

Ballentine, Lillian Dorothy.....	Nash.
Baucom, Lillian Irene.....	Wake.
Barrett, Mary Elizabeth .....	Anson.
Byrd, Mary .....	Chatham.
Conyers, Sara Willis.....	Franklin.
Farrior, Hester Pickett.....	Wake.
Fields, Vella Verregin.....	Alleghany.
Freeman, Janie Catherine.....	Nash.
Griffin, Lily Pearl.....	Nash.

Grimes, Addie Leigh.....	Pitt.
Harrell, Lillian Elizabeth.....	Halifax.
Heinzerling, Amy Anderson.....	Iredell.
Hunter, Malvina Elizabeth.....	Wake.
Jones, Addie Garnett.....	Person.
Linkhaw, Marie Ellen.....	Robeson.
Osborne, Mattie Katherine.....	Haywood.
Page, Alyce .....	Robeson.
Smith, Grace Finley.....	Buncombe.
Stewart, Vada .....	Harnett.
Vernon, Carrie Sue.....	Alamance.
West, Mary Evelyn.....	Delaware.
White, Mary Melissa .....	Guilford.
Wright, Janie Hazel.....	Anson.

### Academy II

Adams, Eugenia Swift.....	Guilford.
Allred, Nettie Kapp.....	Surry.
Ayers, Bessie Jane.....	Robeson.
Fisher, Crosby .....	Sampson.
Harrison, Eva Ruth .....	Wake.
Heilig, Pauline Estelle.....	Buncombe.
Hinton, Bessie Seawell .....	Wake.
Hollowell, Sallie Mae.....	Hertford.
Lowry, Annie May.....	Wake.
Lowry, Carrie Belle .....	Wake.
Massey, Willie .....	Franklin.
Myatt, Mildred Perry.....	Wake.
O'Neal, Emma Ethel.....	Johnston.
Partin, Charity Anne.....	Wake.
Talton, Sallie Holmes.....	Johnston.
Warden, Margaret Effie.....	Alleghany.
Woodley, Annie Estelle.....	Tyrrell.

### Academy I

Hartge, Gretchen Emil.....	Wake.
Pierce, Mary Garrett.....	Bertie.
Tyree, Irene Owens.....	Wake.

### Summary

Fourth year .....	20
Third year .....	23
Second year .....	17
First year .....	3
	<hr/>
Total .....	63

Students from other Schools taking work in the Academy are as follows:

From College classmen.....	30
From Music classmen.....	12
	<hr/>
	42
	<hr/>
Total .....	105





## Faculty of Department of Preparatory Music

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY: PUPIL OF MRS. GREGORY MURRAY, OF  
PHILADELPHIA: GRADUATE OF BURROWS KINDERGARTEN SCHOOL;  
GRADUATE OF DUNNING KINDERGARTEN SCHOOL

PRINCIPAL—CHILDREN'S CLASSES.

JULIETTE LOVING,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC

INSTRUCTOR IN PIANO.

MABEL AUGUSTA BOST,

PUPIL CINCINNATI CONSERVATORY OF MUSIC; GRADUATE OF  
BURROWS KINDERGARTEN SCHOOL

INSTRUCTOR IN PIANO.

KAREN ANN ELLINGTON POOLE,

DIPLOMA IN VOICE, MEREDITH COLLEGE SCHOOL OF MUSIC

INSTRUCTOR IN VOICE.

SARAH LAMBERT BLALOCK,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC

INSTRUCTOR IN PIANO.

## Preparatory Music Course

This course has been planned with the view of preparing Music students for Meredith College. It has also been adopted by the State Board of Baptist Secondary Schools. One hour of class work is required in each of the four years of Preparatory Music.

### Outline of Class Work

First Year: Written and oral drills in ear training, rhythm, formation of the major scales and triads and minor triads. Transposition.

Second Year: Ear training, rhythm and sight reading continued, transpositions of simple melodies taught by degrees of the scales. Formation of the harmonic minor scales, dominant triads and dominant seventh chords.

Third Year: Ear training, rhythm, sight reading and transposition continued. Formation of secondary chords and diminished seventh chords.

Fourth Year: More advanced work in ear training, rhythm, sight reading and transposition.

TEXTS.—Tapper, *First Lessons in Musical Biography*, and Tapper, *First Year Theory*.

### Outline of Piano Course

First Year: Arm, hand and wrist foundation work, good hand position and finger action combined with wrist and arm training.

Trill exercise, two notes to a count, M. M. 60. All major scales one octave, separate hands, good legato touch, in quarter notes, not to exceed M. M. 80. Arpeggios in major and minor triads, alternating, beginning with left hand, ascending in first position, descending in second position.

Studies suggested: Margaret Martin, *Rhythm Pictures*; Mrs. Virgil, *Melodious Studies*, Book I; Duvernoy, Op. 176; Hans Harthan, *Childhood Days*, for reading.

Pieces: Dennee, *Petite Valse*; Gurlitt, *The Fair*; Dutton, *Rain Pitter Patters*.

Second Year: Further development of technical work.

Trill exercise, two notes at M. M. 100. Major and harmonic minor scales two octaves, separate hands, one and two notes M. M. 60. Triads and dominant seventh arpeggios, alternating, not faster than one note M. M. 80.

Studies: Kohler, *Op. 242*; Gurlitt, *Op. 197*.

Pieces: Heller, *L'Avalanche and Curious Story*; Schumann, *Happy Farmer*; Gurlitt, *Wanderer's Song*; Josef Low, *Teacher and Pupil*, for sight reading.

Third year: Further development of technical work.

Trill exercise four notes M. M. 80. Major and minor scales two octaves, separate hands, one, two and four notes M. M. 60, hands together, one note M. M. 60. Triads, alternate hands, dominant and diminished seventh arpeggios, two notes M. M. 60 not alternating.

Studies: Kohler, *Op. 50* at moderate speed.

Pieces: Mayer, *Butterflies*; Heller, *Op. 47*; Schumann, *Selections from Album for the Young*; Dennee, *Chase of the Butterflies*.

Sight reading and easy selections.

Fourth Year: Trill exercise four notes M. M. 100. Major and harmonic minor scales four octaves, four notes M. M. 80. A knowledge of melodic minor scales. Arpeggios, one, two and four notes M. M. 60.

Studies: Duvernoy, *Op. 120* (five at speed M. M. 100), Heller, *Op. 47*.

Pieces: Schytte, *Hide and Seek*; Handrock, *Scherzino*; Scharwenka, *Barcarolle*.

Sight reading, D'Ourville, *Piano Duets*.

## Kindergarten Music

In addition to the above course, Meredith offers a special course for young children beginning the study of music. The instruction is given principally in classes, where the various physical, mental and a esthetic music problems are worked out separately, and presented in attractive form.

**Preparatory Music Only****Fourth Year**

Barrow, Lena Rogers.....	Raleigh.
Horton, Lillian Myatt.....	Raleigh.
Horton, Savon Ion.....	Raleigh.
Kaplan, Eva .....	Raleigh.
Smethurst, Mattie Elizabeth.....	Raleigh.
Williamson, Gladys Mial.....	Raleigh.
Womble, Alberta Holmes.....	Raleigh.

**Third Year**

Anderson, Theodora .....	Raleigh.
Cooper, Carrie Rebecca.....	Raleigh.
Heilig, Margaret Cotton.....	Raleigh.
Holloway, Miriam .....	Raleigh.
Jones, Willa Gladys.....	Raleigh.
Norwood, Mary Elizabeth.....	Raleigh.
Riddick, Narcissa Daniel.....	Raleigh.
Robinson, Eustace James.....	Raleigh.
Sheets, Ruth Litchford.....	Raleigh.
Shipman, Josephine .....	Raleigh.
Strickland, Lois Frances.....	Raleigh.

**Second Year**

Bynum, Frank .....	Raleigh.
Calvert, Elizabeth Alston.....	Raleigh.
Fowler, Ella May .....	Raleigh.
Jenkins, Mildred McKee.....	Raleigh.
Moseley, Meredith .....	Raleigh.
Myatt, Mildred .....	Raleigh.
Reaves, Mamie.....	Raleigh.
Riddick, Anna Ivey Jones.....	Raleigh.
Wilson, Sallie Mae.....	Raleigh.

**First Year**

Andrews, Augusta Ware Webb Ford.....	Raleigh.
Barber, Harriet Atkinson.....	Raleigh.
Blacknall, Ella Taylor.....	Raleigh.
Calvert, Martha Adeline.....	Raleigh.
Cross, Elizabeth Murray.....	Raleigh.
Davis, Mariott.....	Raleigh.
Darden, Mabel.....	Raleigh.
Denton, Vivian Elizabeth.....	Raleigh.
Dewar, Susan .....	Raleigh.
Dowell, Horace Kirby.....	Raleigh.
Farrior, Mary Frances.....	Raleigh.
Garvin, Marion Lee.....	Raleigh.
Grimes, Jane McBee.....	Raleigh.
Harding, William Thomas, Jr.....	Raleigh.
Harper, Sara Croom.....	Raleigh.
Holloway, Margaret Frances.....	Raleigh.
Hunter, Margaret Eugenie.....	Raleigh.
Kelly, Allein Ethel.....	Raleigh.
Marshall, Ethel Norris.....	Raleigh.
Markham, Delke .....	Raleigh.
McGee, Mary Florrian.....	Raleigh.
Park, Dorothy .....	Raleigh.
Parker, Josephine Wait.....	Raleigh.
Phelps, Irene Elizabeth.....	Raleigh.
Ray, Luther .....	Raleigh.
Sales, Evelyn Jackson.....	Raleigh.
Sales, Ruth Audrey.....	Raleigh.
Sams, Willie Mae.....	Raleigh.
Smith, Lillian Murray.....	Raleigh.
Stevick, Elinor Margarete.....	Raleigh.
Ward, Ann Virginia.....	Raleigh.
Yarborough, Katherine Louise.....	Raleigh.

**Kindergarten Music**

Baker, Grace Vivian.....	Raleigh.
Birdsong, Annie Elizabeth.....	Raleigh.
Black, Mary Kathleen.....	Raleigh.

Bowden, Elizabeth.....	Raleigh.
Broughton, Elizabeth.....	Raleigh.
Flint, Elizabeth Ashe.....	Raleigh.
Gray, Martha Frances.....	Raleigh.
Holloway, Eliza Josephine.....	Raleigh.
Lineberry, Annie Ruth.....	Raleigh.
McCullen, Grace Elizabeth.....	Raleigh.
Minor, Elizabeth.....	Raleigh.
Minor, Mary Breckenridge.....	Raleigh.
Rand, Virginia Arey.....	Raleigh.
Raney, Margaret Denson.....	Raleigh.
Rogers, Mishew Ellen.....	Raleigh.
Royster, Hubert Ashley, Jr.....	Raleigh.
Royster, Virginia Page.....	Raleigh.
Separk, Mary Elizabeth.....	Raleigh.
Thompson, May Alcott.....	Raleigh.
Tucker, Marguerite .....	Raleigh.
Tucker, Mary Weston.....	Raleigh.

### Summary

Preparatory Music only.....	59
Kindergarten Music .....	21
Total .....	80

Number of students from other Schools taking work in Preparatory Music:

From College classmen.....	5
Special student .....	1
From the Academy.....	30
	<hr/> 36
Total .....	<hr/> 116

### Summary of Students Taking Academy Work or Preparatory Music

Academy .....	63
Students from other Schools taking work in the Academy....	42
Preparatory Music .....	80
Students from other Schools taking work in Preparatory Music.	36
<hr/>	
Total .....	221
Deducting names counted more than once.....	78
<hr/>	
Total .....	143

### Summary by States

North Carolina .....	141
Delaware .....	1
Georgia .....	1
<hr/>	
Total .....	143









SERIES 7

May, 1914

NUMBER 4

# Meredith College

Quarterly Bulletin

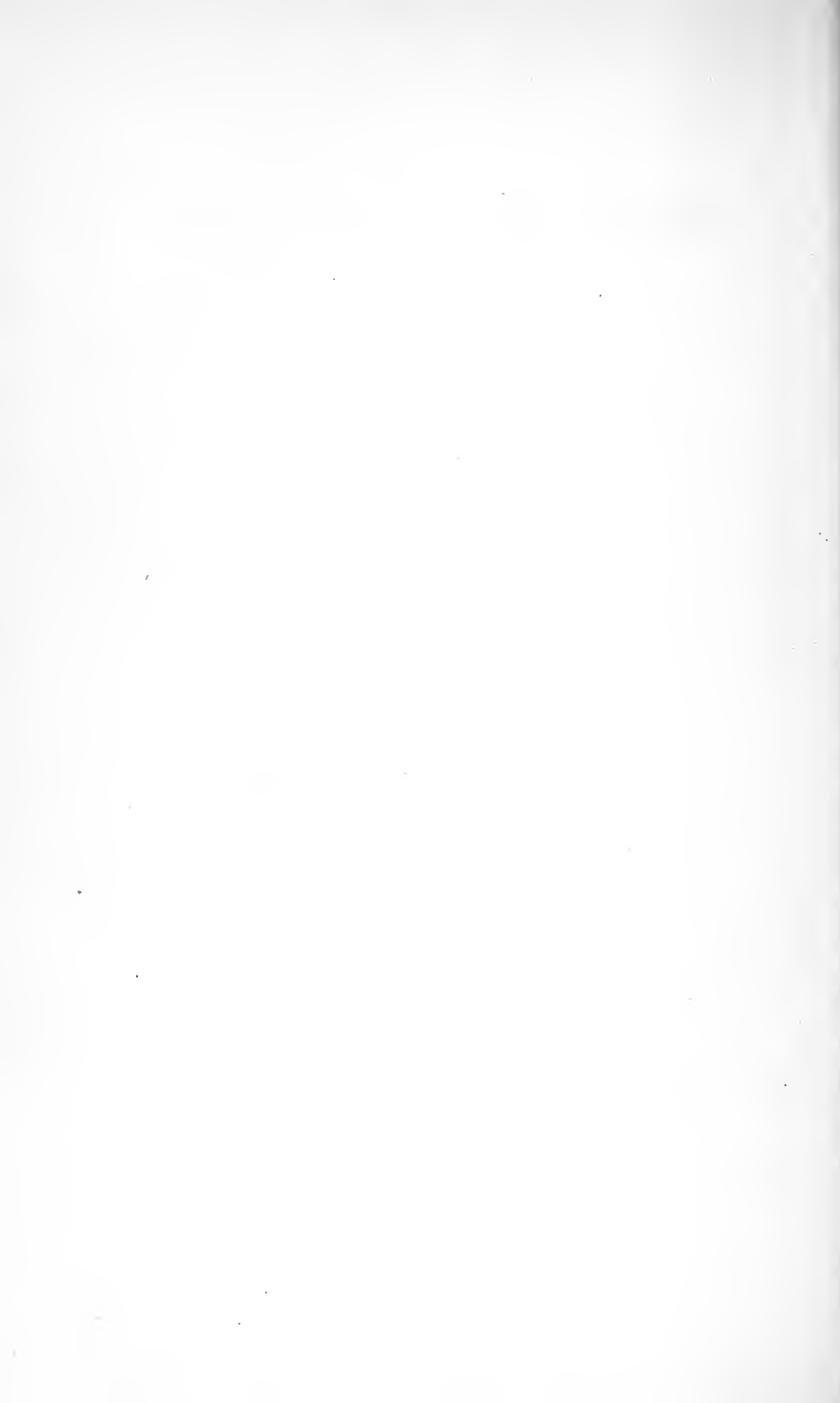
1913-1914



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# MEREDITH COLLEGE

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MAY, 1914

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In this BULLETIN, the four new features to be offered at Meredith this coming session, with some special articles on Home Economics and Public School Music, have been given the chief place, but the outlines of the regular courses have also been included. All these have been taken largely from the catalogue for 1914-1915, in which they are explained more fully. A copy of the catalogue will be sent to any address upon request to the president of the college.

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## Courses Offered at Meredith College

Four-year course leading to the A. B. degree.

Four-year course leading to the B. S. degree in Home Economics (new).

Two-year course leading to the Junior College diploma in either the A. B. or the B. S. course in Home Economics (new).

Four-year course leading to the diploma in Art.

Educational Art, two hours (new).

Four-year course leading to the diploma in Music.

Four-year course leading to the diploma in Public School Music (new).

MEREDITH ACADEMY.

Last three years of High School work.

## Home Economics at the New York State College of Agriculture (Cornell University)

The following paper by Martha Van Rensselaer, Supervisor, is taken from *The Cornell Reading Courses for the Farm Home, Rural Series*, No. 3. It is reprinted here by permission of the Cornell University Department of Home Economics.

A large amount of money is spent yearly in order to place farming on a scientific basis. No one questions the wisdom of such expenditure. Thoughtful persons are realizing also the necessity of spending money in teaching women the science of home-making, in order to increase human efficiency. They are realizing the importance of woman's work and the desirability of standardizing it so that her time and effort may be used economically.

Agriculture is the science, or the meeting-point of many sciences, treating directly and indirectly of animal welfare. Home economics is also the meeting-point of many sciences, often identical with those of agriculture, but it applies their principles to the more important phases of human welfare. It includes a study of foods, their selection, and their preparation; the relation that right diet bears to the health of the body and to the development and efficiency of the individual; conditions of living necessary to insure health and efficiency; intelligent use of income in procuring food, shelter, and clothing; principles of art as applied to decoration of house and of person; social and industrial forces that govern the home and its activities; the child, and conditions that control its inheritance and environment.

Men are interested in the production of raw material; women, in the use of that material. Farmers strive to produce good wheat, corn, and other farm products; women must endeavor to use these products aright. A balance in progress is not being maintained if men are educated so as to obtain the best products while women remain in ignorance of the principles underlying their use.

There are excellent cooks, it is true, who have never studied chemistry and who know nothing of the physiological needs of

the body; but, important as is good cooking to the welfare and happiness of the family, it is only one phase of women's important work. Women should know the use and the place of foods in the dietary; the comparative value of a food element as it occurs in one food or another; the relation of cooking to digestion; the dietary needs of man, woman and child; the principles of bread-making, meat and vegetable cookery, canning and preserving. In other words, women should know not only how to cook and what to cook, but also what to omit from the dietary.

A woman needs to know the relation of germ life to disease, of cleanliness to health and well-being; the physiological needs of the body for fresh air, clean water, wholesome food, sunshine, exercise, and rest; the management of the income in the buying of food, shelter, and clothing; the principles of art as they apply to the artistic arrangement of furnishings and wearing apparel; the characteristics and values of fabrics, and how to distinguish those goods that are genuine from those that are not; the relation of consumer to producer and of employer to employee; the needs of the house as a workshop wherein the time and energy of the worker have a market value; the maintenance of proper standards of living as indicated by wise expenditures.

With the prospect of obtaining scientific training in agriculture the boy may attend an agricultural college; and in like manner opportunity for special training in home-making should be the privilege of every girl. If boys in the family were trained for the work of life and girls continued without educational stimulus, a new social problem would soon be presented. In the resulting civilization the majority of men would understand the handling of machines, business management, and the culture and breeding of plants and animals; while the women would not understand the scientific management of the home or the principles of human nurture and breeding. A study of social and biological sciences with emphasis on the needs of the human being will undoubtedly help to make a better and more efficient race, and will serve to complement the endeavors of those who are perfecting the raw materials.

It is often asked, "Why should home economics (domestic science) be taught in the schools? Why should not the daughter learn from her mother what she needs to know about house-keeping?" The answer to such a question is the same as the answer to a similar question: "Why cannot the farmer give his son all the instruction that he needs in order to make him a good farmer?" Agriculture and home economics embrace subjects founded on science. The mother can teach her daughter to cook, but she may not be able to teach her how she can plan a balanced meal; why the fruit spoils, or the bread does not rise; why the baby of five months should not eat bananas; why last winter's green dress has turned yellow; why she dislikes the new wall paper; how she can design an artistic, inexpensive dress, or rightly furnish and decorate a room. As the young person studies grammar, arithmetic, and history at school, so should she study also the subjects of home economics, because they are founded on a scientific basis and demand definite and systematic study.

Many mothers have a thorough knowledge of grammar and arithmetic and still prefer for their daughters the organized instruction of the schoolroom. Mothers may likewise have a thorough knowledge of home economics and, if possible, should teach their daughters to cook and to sew; yet they may appreciate the advantages of obtaining such education in a well-organized institution.

Home economics should find its way into the curriculum of every school, because the scientific study of a problem pertaining to food, shelter, or clothing—whether the baking of a loaf of bread, the washing of dishes, the planning of a more convenient kitchen, or the making of a well-fitting kitchen apron—raises manual labor that might be drudgery to the plane of intelligent effort that is always self-respecting.

Young persons often dislike a task exceedingly because they see no reason for it and have not learned the rhythm of the homely duty. It represents distressing monotony to them. When they are given a reason for its performance and are shown its rhythm, they find pleasure in the task once so dis-



tasteful. By right training, therefore, the tasks of the household may be lifted to a place of dignified effort.

Not long ago a woman was seated at a luncheon prepared by a class in home economics. She had been graduated from a normal school, had received a college degree, had taught for several years, and finally had given up her professional work in order to be married. As she sat at the table and saw the ease and simplicity of the service and the interest of the young women assisting, she said very wistfully, "Oh! I wish I knew how to keep house; but you see I have never had time to learn, for I have been in school all my life." That young woman is one of many who make the same complaint. It is a travesty on our system of education for women to stand thus helpless before the task of home-making, which sooner or later the majority of them will assume.

The wealth of a nation is said to be its life, and life begins in the home. Women are the mothers of the race and the entire subject of home economics centers around the child. Life means not merely thought for the material comforts of to-day, not transient happiness for the individual, but intelligent consideration of posterity, of the happiness and welfare of children.

How will the human race be affected if the mothers are left untrained?

## Practical Value of Work in Home Economics

The following extracts show the application of Home Economics to the scientific management of the home and also the vocations the work opens to young women who wish to make it a profession. They are reprinted here from the *Cornell Reading Courses for the Farm Home, Rural Series, No. 3*, pp. 148-152, by permission of the Cornell University Department of Home Economics.

### Application of General College Courses to Home Economics

Inquiries such as the following are received at times: "Why should physics and chemistry be a part of a course in home economics? What is the need of drawing, of political science, of biology?"

It is said that the average woman does not like physics or chemistry and is likely not to succeed in those subjects. When a woman finds that the principles of science apply to her everyday tasks, and begins to comprehend their relationship, her interest awakens not only in the science, but in the task itself. She becomes interested in physics because she is interested in the laws of light, heat, and electricity as they apply to the construction and equipment of her house. Mechanical devices for domestic work require a training in mechanical principles underlying the working of pump, vacuum cleaner, fireless cooker, kitchen range and furnace, power washers, and separators. Chemistry soon makes a strong appeal, for it renders cleaning processes, cooking, nutrition, and many other processes readily comprehensible. Biology gives knowledge of and respect for life and the laws of life. Drawing is a part of the course of study, because art is as well expressed in dress, house construction, and house-furnishing as in the making of pictures. Application of the principles of art as they apply to the home and to simple and effective clothing is to be found in a department of home economics. Political science meets the needs of the man engaged in business. Finance, corporations, tariff, railroads, municipal control, all look to economics for foundation principles; their need is recognized because of their wide financial interests. A large percentage of the family income is spent for food, shelter, and clothing. It is apparent, therefore, that a knowledge of economic principles is needed for the expenditure of that amount as well as for the earning of it.

### **Vocations Open to Students in Home Economics**

Until every recently it was regarded as heresy to advocate the idea that culture and skill could find an harmonious union in our educational system. The well-educated woman of a hundred years ago was the woman skilled in the performance of household tasks. Skill was the standard by which her education was measured—skill not necessarily related to culture. Industrial conditions were such that her ability to do well the practical task made her work of economic importance, and she

earned her living in the home in a manner that had the sanction of the times.

In the course of events the keynote in education changed. Skill ceased to be the all-important consideration and so-called culture became the dominant factor. The value of skill was depreciated, and culture, detached and unrelated to anything practical, governed all teaching. Higher education no longer concerned itself with instructing women in practical things when cultural training had become so compelling. Industrial conditions had changed so that skill in household affairs did not equip the well-educated woman to earn a living in a manner that had the sanction of society. The home no longer offered professional opportunities and women had ceased to be considered of great economic importance. Yet to earn a living was still the human problem. As a result, the well-educated woman of yesterday, justifying her economic existence by her skill in performing household tasks, was supplanted by the modern woman versed in cultural subjects only. She earned her living by teaching, the only profession for which the college or school especially fitted her.

But the hour has struck when culture and skill are no longer regarded as incompatible, detached ideals in education, one the antithesis of the other. We have awakened to a realization that when science and art are applied they lose nothing in cultural value and gain much in human interest. Important tasks that have been stigmatized as menial have thus been lifted to a high cultural plane. New vocations and professions are being developed through this type of education, and woman is beginning to find her field of professional opportunity greatly enlarged. Fate has here played one of her ironic tricks, and the woman of to-day in search of a profession may find herself engaged in the old household tasks which have merely been given a different name and a new setting. Once these tasks were dull; but now, through the glory that applied science and art sheds about them, they have been reclaimed from a menial position.

The purpose of home economics is to develop and redirect

woman's work, to train her for what may now be regarded as the profession of home-making, and at the same time to give full consideration to her probable need of earning a living. That purpose is accomplished through a broad general training in all home economics subjects, with specialization in one. Although many of its possibilities are still in the speculative stage, the present development of home economics is such as to afford a variety of professional opportunities:

1. Teaching.—The teaching of home economics subjects is, and probably will always be, the profession chosen by the larger number of graduates in home economics. A broad field of specialization is open to them, and since more difficult and systematic training is required of specialists their financial rewards are usually greater. At present the demand for teachers of home economics is greater than the supply.

2. Institutional management.—The woman who has executive ability may enter the newly opened field of institutional management. The capable, well-trained woman may find a large opportunity for success as a dietitian in a hospital, sanitarium, or public institution, or as purveyor, steward, manager, or matron of a dormitory, hospital, or hotel.

More and more the public is feeling the need of applying scientific methods in places where numbers are being housed and fed. Perhaps this is, next after teaching, the best opening for graduates in home economics. It is a field that should not be entered without thorough consideration, for already the inrush of the over-confident and inefficient has been detrimental. Only a woman of force and executive ability, one who is clear-sighted and self-controlled and who has some understanding of human nature, should attempt specialization in this line of work. For such a woman the promise of a successful future is greater than that afforded by teaching.

3. Business enterprise.—Business enterprise in which home economics is practically applied has already been sufficiently developed to show that it has varied, original, and undoubtedly promising possibilities. Tea-rooms, lunch-rooms, cafeterias, small hotels, and inns have been opened and successfully man-

aged by women. The woman untrained in home economics has sometimes been successful, but training, in this as in every other business, is a more direct road to success.

The baking industry offers twofold opportunities: first, as a possible commercial enterprise; second, as a laboratory for the scientific worker. Laundry management, already successfully undertaken by women, promises good professional opportunities. Both the centralized bakery and the centralized laundry may be regarded as possible solutions for some of the present-day rural problems. The right woman, well trained in home economics, should find in either an excellent field for work.

Fruit-canning as an industry is promising. Women capable of directing large enterprises have already proved its possibilities. This industry has also been begun in a modest way on certain farms. In many cases it would afford at least as good an income as could be obtained by teaching.

4. Inspectors.—Inspector of food and of markets is increasing and women have already entered this field.

5. Purchasing agents.—Expert buyers of fabrics, textiles, clothing, and house-furnishings are already in demand. A course in home economics should enable an alert woman to be successful in this field.

6. Designing.—Artistic millinery, expert costuming, and costume-designing should offer great possibilities to the artistic woman of practical inclination. A knowledge of dressmaking and millinery should afford many a girl an opportunity to remain in the country and at the same time to earn money.

7. Research work.—The laboratory affords a growing field for the scientific woman desiring neither to teach nor to be thrown where executive ability has commercial value.

8. Care of children.—Expert care of children is in demand. The realization is growing that an untrained person is not competent to care for a child. The future must see women cultured and refined, versed in the psychology of childhood, and understanding the physical needs of the child, in positions of trust and responsibility.

9. Modern philanthropy.—In no other field than this is there

greater need of scientific knowledge and of tact in applying such knowledge. The woman who is able to combine the two qualifications will be invaluable in philanthropic work.

10. Care of the individual home.—Last, but not least, is the profession of home-making. It is no longer sufficient for the woman who is to assume the responsibility of a household to know something of everything save the problems over which she is to spend a good part of her life. A knowledge of nutrition, of sanitation, of the care of the child, may not increase her wage-earning capacity in the home where she is wife and mother; but the welfare of the family, the benefits of their increased efficiency, are worthy of her best effort.

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## **The New Home Economics Department at Meredith**

As there is a growing demand for college training in home economics, both for home-makers and teachers, beginning with September, 1914, Meredith will offer work in that important subject. In order to put courses given in the Home Economics Department on the same basis as those leading to the Bachelor of Arts degree, a carefully planned course leading to the degree of Bachelor of Science will be offered. This degree will represent in quantity as much work as the A. B. degree; but less time will be devoted to Language and Mathematics and more to Science. Fourteen units will be required for entrance to this B. S. course as well as to the A. B. course; Latin, however, will not be obligatory, and only two years of *either* French *or* German will satisfy the entrance requirements in foreign language.

The courses in home economics will be devoted to a study of the fundamental principles of food from the standpoint of their nutritive and economic value; to the preparation of foods; to household chemistry; to household sanitation; and to the art of home decoration.

Students working for the A. B. degree may elect as much as six hours in the Department of Home Economics.

The outline of the sixty hours work for the B. S. degree in Home Economics is arranged so that students in their four years are required to take fourteen hours in Home Economics, thirty-five hours of prescribed work in the regular college literary course, and to elect eleven hours in the literary, art, or music courses as described more fully in the catalogue

## Outline of Course for the B.S. Degree in Home Economics

### Freshman Year

Subjects	Credit Hours	Subjects	Credit Hours
Latin 1 .....	3	English Composition 1.....	3
or		Home Economics 1.....	3
French .....	3	*Elective .....	3
or			
German .....	3		
Biology .....	3		

### Sophomore Year

French .....	3	Chemistry 1 .....	3
or		Home Economics 2.....	3
German .....	3	†Elective .....	3
English Literature 1.....	3		

### Junior Year

Physics .....	3	Home Economics 5 & 3.....	3
Physiology .....	3	‡Elective .....	3
History 1.....	3		

Economics, History 5, must be elected either the Junior or Senior year. Students who presented three units of Latin for entrance and took no college Latin will be taking their third year of a modern language.

Subjects	Credit Hours	Subjects	Credit Hours
English Composition 2.....	2	Home Economics 4.....	3
Psychology .....	1½	Home Economics 6-7 .....	2
Philosophy 2 or 3.....	1½	§Elective .....	5

\*A second language, or Mathematics 1.

†A second language, Mathematics 1, History 1, Bible, or Art History.

‡Junior A.B. Electives.

§Electives may be chosen from junior and senior A.B. electives.

Those offering three units in Latin will be required to take one year of college Latin and two years of a modern language (French or German); or three years of French or German.

Those offering two years of French or German will continue the subject two years in college and are strongly advised to take two years of the modern language that they do not offer for entrance.

If Latin I or Mathematics I is offered as an elective for entrance or for advanced standing, the subject must be elected still another year or the student must be examined in it. (See Credits, page 45 of the Catalogue.)

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## **Courses Offered in the Department of Home Economics**

KATHARINE PARKER, A. B., B. S.,

Meredith College, A. B.

Simmons College, B. S.

*Professor of Home Economics.*

This new department offers to young women a scientific training in matters pertaining essentially to the home, and also aims to meet the increasing demand for college trained teachers of Home Economics for our high and graded schools.

### **1. Cooking.**

Required of freshmen in the B.S. course. Open to students in the A.B. course. One lecture and two laboratory periods each week for a year.\*

The course includes the principles of cooking and their application to foods in regard to digestibility, palatability and attractiveness. The laboratory periods are used to study the best methods of cooking, and of preparing simple meals. During the year, each student is required to cook and serve a breakfast, lunch or supper.

No one text is required, but references are given to various books in the library.

### **2. Cooking.**

Required of sophomores in the B.S. course. Open to students in the A.B. course. One lecture and two laboratory periods a week for a year.

Prerequisites: Cooking I and Biology.

Continuation of the work done in Course 1, with the preparation of more elaborate dishes. Special study is made of the more modern

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\*A laboratory period requires two hours and receives one hour credit.



methods and principles applied to this subject, including the use of the fireless cooker and other conveniences. Each student is required to cook and to serve a dinner, or a more elaborate lunch than was served in Cooking 1.

### 3. Food Constituents.

Required of juniors in the B.S. course. Open to juniors and seniors in the A.B. course. Three hours a week for the second semester.

Prerequisites: Cooking I, Biology and Chemistry.

This course includes a study of the composition of foods in detail, and their source, production and manufacture. It will be a basis for the work in Foods and Dietetics.

TEXTS.—Bailey, *Sanitary and Applied Chemistry*; Hutchinson, *Foods and Dietetics*; Snyder, *Human Foods*; Farmers' *Bulletins*.

### ‡[4. Foods and Dietetics.

Required of seniors in the B.S. course. Open to juniors and seniors in the A.B. course. Three hours a week for the year.

Prerequisites: Cooking, Food Constituents, Biology, Chemistry and Physiology.]

First semester: The work is continued from Course 3. Foods are studied according to their places on the menu, their dietetic value, their combinations and their cost. Menus are made out for certain prices.

Second semester: The menus prepared during the first half of the year are worked out and criticised.

One or more papers are required in this course.]

### 5. Household Management.

Required of juniors in the B.S. course. Open to juniors and seniors in the A.B. course. Three hours a week for the first semester.

Prerequisites: Biology and Chemistry.

This course includes a study of the principles of sanitary science; household sanitation; the best methods for the routine of house work; the study of economic principles as applied to the home; and the division of income. The work includes lectures, recitations, collateral reading, laboratory and research work.

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‡Not given in 1914-1915.

## †[6. Home Decoration.

Required of seniors in the B.S. course. Elective for juniors and seniors in the A.B. course. Three hours a week for the first semester.

The principles of design and of decoration as applied to the home are subjects which do not usually receive the attention they deserve. This course includes the study of house plans and room plans in their relation to the work carried on in the home, to the saving of space, and to the development of beauty.

Students are advised to elect a course in Art History before taking this work.]

## †[7. Lecture Course.

Required of seniors in the B.S. course. Elective for juniors and seniors in the A.B. course. One hour a week for the second semester.]

## 8. Course Open to the Women of Raleigh.

Details of the work will be announced later.

**Outline of Course for the A.B. Degree**

This course is the one which has been offered at Meredith for a number of years and follows substantially the work required for the Bachelor of Arts degree in the best colleges for women. All who are familiar with the history of colleges and universities know the worth of this degree, and the influence it has had for generations in higher education.

**Freshman Year**

Subjects	Credit Hours	Subjects	Credit Hours
Latin 1*.....	3	English Composition 1....	3
French 1.....	3	Mathematics 1.....	3
or		Biology 1.....	3
German 1.....	3		

**Sophomore Year**

Latin 2.....	3	English Literature 1.....	3
French 2.....	3	Mathematics 2.....	3
or		History 1.....	3
German 2.....	3		

†Not given in 1915-1915.

**Junior Year**

English Composition 2.....	2	Ethics	} .....	1½
Chemistry 1.....	3	or		
Psychology .....	1½	Sociology		
		†Electives .....		7

The following courses are offered as Junior Electives:

Latin 3 or 5.....	3 or 2	History 2 or 5.....	3
French 3.....	3	Natural Science.....	
English Composition 3.....	1	Bible 1-7 .....	
English Literature 2-3.....	3	Education 1 or 2.....	2 or 3
Mathematics 4.....	3	Art History 1.....	2
Astronomy .....	3	Theoretical Courses in Mu-	
Home Economics.....	3	sic .....	

**Senior Year**

Physiology .....	3	†Electives .....	12
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The electives for the senior year are the junior electives not already taken and the following:

Latin 4-6.....	1 or 2	Education 3.....	2 or 3
History 3 or 4.....	3	Education 4.....	1
Philosophy 2.....	3	Home Economics .....	3

## Two-year Course Leading to the Junior College Diploma

The recent movement to require two years of college work as a preparation for the work of professional schools has led several standard universities to divide the four years' course of the College of Arts and Science into the Junior College course, covering the work of the Freshman and Sophomore years, and the Senior College course, covering the work of the Junior and Senior years. Besides being a convenience to students preparing to enter professional schools, the Junior College course is of especial benefit to students unable to spend four consecu-

\*The figure immediately following the subject refers to the number of course.

†A.B. students may elect six hours in the Department of Home Economics.

tive years at college. Meredith College has, therefore, decided to offer a standard Junior College Course, covering the first two years of college work. Of course all students are still urged to take the full four-year course leading to the A.B. or the B.S. degree, but in cases where that seems impossible, they may work for the Junior College diploma in the Arts or the Science course. A student holding a Junior College diploma may return at any time and enter without conditions the regular Junior class.

As Meredith has been enforcing standard entrance requirements since 1911, the Junior College diploma will represent more *regular* college work than the 1914 A. B. degree of the majority of southern colleges for women. This course should, therefore, be a better preparation for teaching in graded, or even in high schools than the work represented by degrees from the typical southern colleges defined in the January (1914) MEREDITH COLLEGE BULLETIN.

## Outline for the Junior College Diploma in the A.B. Course

### Freshman Year

Subjects	Credit Hours	Subjects	Credit Hours
Latin 1.....	3	English Composition 1.....	3
French 1.....	3	Mathematics 1.....	3
or		Biology 1.....	3
German 1.....	3		

### Sophomore Year\*

Latin 2.....	3	English Literature 1.....	3
French 2.....	3	Mathematics 2.....	3
or		History 1.....	3
German 2.....	3		

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\*For any course of the sophomore year three hours of work in the Department of Bible may be substituted.

## Outline for the Junior College Diploma in the B.S. Course in Home Economics

### Freshman Year

Subjects	Credit Hours	Subjects	Credit Hours
Latin 1.....	3	English Composition 1.....	3
or		Home Economics 1.....	3
French .....	3	†Elective .....	3
or			
German .....	3		
Biology .....	3		

### Sophomore Year

French .....	3	Chemistry 1.....	3
or		Home Economics 2.....	3
German .....	3	‡Elective .....	3
English Literature .....	3		

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In order to prepare teachers to supervise and teach drawing in the public schools, Meredith will offer two hours in Educational Art, which, with the regular four-year art course, will give training along the needed lines.

Those who are not able to take the four-year course, by taking the Educational Art work, should be prepared to do such art teaching as is needed by grade and high school teachers to supplement their regular class room work.

The course will be given by Miss Poteat, who took special training last summer in Normal Art with the New York School of Fine and Applied Art.

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† A second language or mathematics.

‡ A second language, Mathematics 1, History 1, Bible, or Art History.

## Outline of Course for Diploma in Art

### FRESHMAN YEAR.

Freehand drawing in charcoal  
from geometrical solids, vases,  
fruits, foliage and flowers.  
Color analysis and values.  
Flat washes in watercolor.  
Modeling in clay.  
Perspective in pencil drawings  
and pastel.

### SOPHOMORE YEAR.

Elementary antique.  
Still life painting.  
Original designing.  
Outdoor sketching.  
Perspective.  
Composition.

### JUNIOR YEAR.

Advanced antique.  
Still life painting.  
Illustration and composition.  
Advanced modeling.  
Life drawing.  
Landscape painting.  
Art History 1.  
Physiology, College ( $\frac{1}{2}$  year).

### SENIOR YEAR.

Painting from still life in oil,  
watercolor and pastel.  
Painting from the head and  
draped life model.  
Landscape painting in all me-  
diums.  
Applied design.  
Original compositions; normal  
work.  
Art History 2.

The following work in the Academy and the A.B. course is recommended for students in the School of Art:

### FRESHMAN YEAR.

English (Academy 4) .. 4 hours.  
French (Academy 4) .. 4 hours.  
Latin (Academy 4) ... 4 hours.

### SOPHOMORE YEAR.

English Composition 1. 3 hours.  
French 1 ..... 3 hours.  
Elective ..... 4 hours.

### JUNIOR YEAR.

English Literature 1... 3 hours.  
History 1..... 3 hours.  
Physiology ( $\frac{1}{2}$  year).  $1\frac{1}{2}$  hours.  
Bible ( $\frac{1}{2}$  year).....  $1\frac{1}{2}$  hours.

### SENIOR YEAR.

Elective ..... 2 hours.  
(Those expecting to teach are  
advised to elect Education 3.)

## Educational Art

Two hours a week for a year. Elective for A.B. or B. S. students and as such counts one hour toward a degree.

The following course is offered for those who are expecting to teach in the public schools; for those who wish to know something

of the theory and practice of design as related to the home and the trades; and for those who wish to cultivate an appreciation of the principles of beauty as seen in nature and in the fine arts.

Art students may substitute this course for an equivalent part of the work of the senior year.

#### FIRST SEMESTER:

1. Composition in line and mass; space arrangement; principles of rhythm, balance, emphasis and unity; Grade work for first and second years, based on the Prang System of Art Education; problems.

2. Theory, relations and harmony of color; color as to hue, value, intensity and luminosity; color applied to interior decoration; Grade work for third and fourth years; problems.

#### SECOND SEMESTER:

3. Water color painting; flowers, fruits and landscape; an elective craft; Grade work for fifth, sixth, and seventh years; problems.

4. Occasional lectures continuing through the year; a study of some historic masterpiece as related to our present-day problems; an elective craft.

5. Problems for high school work.

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## Music in the Public Schools

By FRANK M. HARPER, Superintendent of Schools, Raleigh.

The following address was delivered at the last Teachers' Assembly in Raleigh, by the Superintendent of the Raleigh Public Schools. It presents the trend of the times so forcibly that it was deemed best to print it in this BULLETIN, which is in part devoted to the subject, Public School Music.

Just why the President of this department selected me to discuss this subject has been puzzling me ever since receiving his invitation. I have reached the conclusion that I best serve his purpose as "a horrible example" of one in charge of a city school system without musical training and yet with nerve enough to undertake to discuss this subject in the presence of specialists. While pleading guilty to the charge of never having had adequate musical training, I can state with some assurance

that in spite of a lack of training in music, I have, with little outside aid, taught vocal music to high school boys and girls for a number of years. I can bear testimony to the fact that the task is not too difficult for the average teacher.

A few years ago a successful lady teacher who had associated with me at that time, suggested that the teaching of vocal music in the public schools might be a mistake for the reason that it might injure some promising voice. The gist of her argument was that the interests of the few should outweigh the interests of the many. It is the mission of you and me, fellow-teachers, to deal with the great masses of boys and girls who are lacking in any decided talent for anything, and to give our strength of body and mind to the task of lifting these young people up to a higher plane of living.

I have long been convinced that music in the public schools is as necessary as other subjects, with the possible exception of reading, and should be given equal consideration. The purpose of music in the public schools is not to develop skilled musicians, but to develop a musical appreciation. We teach art in the public schools not that we hope to turn out artists, but that we may give the young people power to discriminate between that which is good and that which is bad in art.

The pictures on the walls of any home will disclose much about the character of the people in that home; the name of your favorite books will tell much about your inner life; and the songs you love best will reveal the capacity of your soul for receiving the best in life.

Music in the public schools does more than give pleasure: it develops character as well. It has little to do with a living: it has much to do with a life. "In the vast material resources of today and the intensity of life, the battle is being quickly fought out as to whether the material or the spiritual will dominate." In reaching out after material gain, we are overlooking the finer things of life. There is a story of a wealthy merchant who, through failing health, was forced to give up business. He resolved to go abroad and gratify his life-long ambition to visit the art galleries and cathedrals of Europe. Behold, when his



eyes rested on the world's best paintings and when his ears took in the world's grandest music, his soul was not satisfied: his capacity for enjoying both had died from disuse. Small children instinctively love song and older children would love it equally as well if their musical training had been continuous.

Leadership in the educational field is conceded to the German people. While Germany was giving to the world the profound philosophical thought from the brains of Leibnitz, Fichte, Kant, and Hegel, it was also thrilling the nations with the musical rhapsodies from the inspired souls of Handel, Haydn, Mozart, Mendelssohn, and Beethoven. Is not the pronounced patriotism of the German people due in large measure to the musical atmosphere in which they live?

Canada will never consent to annexation with the United States for the reason that every child in her public schools has, from the beginning of her public school system, been required to rise daily and sing "God Save the Queen." The songs of Canada make any anti-British sentiment impossible. In like manner the singing of the "Star Spangled Banner" daily in our public schools would make any anti-American sentiment forever impossible.

Whatever opinions we may entertain towards the Mormons, the State of Utah has set the other States an example as to the possibilities of musical training in the public schools. It was agreed among the hundred of school men who met in Salt Lake last summer that the results in singing in this city were simply marvelous. Eight hundred fourth grade children entertained the National Education Association convention an entire evening with difficult selections. We heard the "Sextette from Lucia" rendered by one thousand high school boys and girls of Salt Lake in a manner that won praise from accomplished musicians.

The grade teacher is the key to the situation. If the grade teacher can be convinced of the importance of music in her classroom; of the benefit it would be to her in discipline; of the delight it will give the children, and of the advantage to character, the rest will be easy.

To give music its proper place in the public schools of North

Carolina, I would suggest that this subject be given equal rank with other subjects in the course of study; that within a reasonable period of time, say two years, every teacher in the public school be required to have a teaching knowledge of this subject by the State Department of Education; that the reports that go out monthly contain a record of music as well as of other subjects. I would decrease the academic work of those girls who take instrumental music out of school hours, and give credit for this work towards graduation.

The greatest service this department could render to North Carolina would be, in my opinion, to outline some practical plan of operation so that there could be placed in the hands of public school teachers songs adapted to the ages of the public school children. Here is where many teachers fail. Good judgment must be used in grading these songs. The songs should have melody. We should begin with rote singing and end with note singing, leading gradually up to chorus work in the high school. If teachers would enter into this scheme with enthusiasm, we could not only increase the happiness of the children, but we could be instrumental in adding joy to the homes of these children as well.

I like to think on that old German schoolmaster, so well equipped for his work that he is able to teach without the aid of text-book, all school subjects, music and religion included. I like to think of him at the close of the Napoleonic wars proclaiming to the youth of Germany day after day, month after month, year after year, hope and courage and love for the Fatherland, and his instruments were the story and song. For more than three generations this German schoolmaster instilled these lessons deep into the hearts of the German youth, that love for the Fatherland was the supreme duty of all. In 1870, France declared war against Germany. Within ninety days, Germany held France in an iron grip. History gives to Von Moltke and Bismarck the credit of the victory; Von Moltke was more generous and gives the credit to the German schoolmaster.

The day is near at hand when the great American public will give to the American schoolmaster and schoolmistress due credit for the splendid work they are trying to do.

## **Public School Music**

Beginning with the session 1914-1915 Meredith College will offer a course in Public School Music. This course is intended primarily to prepare Supervisors of Music in city school systems. The demand for well equipped teachers in this line is becoming more and more insistent and this course has been especially planned to meet this demand.

The Freshman and Sophomore years are identical with those of the course leading to the Diploma in Piano. The last two years the candidate must study voice culture instead of Piano.

In the Junior year the study of Methods is taken up. The plan followed is that of the Northampton School of Music Pedagogy, Massachusetts, considered by many the foremost school of its kind in America.

Methods I consists of the mechanics, the actual sight-singing, rythm, time motions, chromatics and a good number of rote songs.

Methods II will deal with the especial tasks of the supervisor, his relation to the grade teacher, the mechanics of the music lesson, the formation of choruses, chorus conducting, high school orchestras, public performances and other problems.

Teachers trained along these lines must not only be able to teach sight-singing, but also the fundamental principles of music, and awaken the appreciation of the better class of music.

In the Senior year the student is also required to teach the subject matter under the supervision of the head of the department.

Although this course is intended primarily for those wishing to prepare themselves as supervisors, Methods I ought to be elected by every student intending to teach.

A previous knowledge of music is not necessary and any one able to "carry a tune" will be admitted to the class. In view of the fact that music is taking a more and more prominent place in the high school curriculum and in grade work, every prospective teacher should avail herself of the opportunity to learn to teach the elements of music in a satisfactory way.

## Outline of Course for Diploma in Public School Music

### FRESHMAN YEAR.

Subjects	Credit Hours
Music History 1.....	2
Harmony 1.....	2
Theory 1.....	1
Ensemble playing .....	
Solo Class, Recitals and Concerts .....	.
Piano (two half hour les- sons per week).....	
English Composition 1....	3

### JUNIOR YEAR.

Harmony 3.....	2
Music Pedagogy 1.....	1
Methods 1.....	2
Voice (two half hour les- sons per week).....	
Philosophy 1 and 2.....	3
*Elective .....	3

### SOPHOMORE YEAR.

Subjects	Credit Hours
Music History 2.....	2
Harmony 2 .....	2
Ensemble playing .....	
Solo Class, Recitals and Concerts .....	
Piano (two half hour les- sons per week).....	
English Literature 1.....	3

### SENIOR YEAR.

Methods 2.....	2
Music Pedagogy 2.....	3
Analysis 1.....	2
Practical Teaching, Voice (two half hour lessons per week) .....	
Education 3.....	2

## Theoretical Courses

### Harmony

#### 1. Introductory Harmony and Ear Training.

Required of freshmen. Two hours a week for a year. Tuesdays and Fridays, 9 and 12.

Instructor Blalock.

The course embraces the formation and recognition of major and minor scales, triads, and intervals, and all seventh chords. The harmonization of simple melodies employing simple or primary harmonies.

TEXT.—Trapper's *First Year Harmony*.

#### 2. Harmony.

Required of sophomores. Two hours a week for a year. Wednesdays, Saturdays, 11.

Dean Hagedorn.

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\* An elective of three hours from the first three years of the A.B. or B.S. course may be taken, subject to the approval of the Dean.

Figured basses and the harmonization of melodies, employing triads, diminished and secondary seventh chords, modulations, etc.

TEXT.—Foote and Spalding's *Modern Harmony*.

### 3. Advanced Harmony.

Required of juniors. Two hours a week for a year. Tuesdays, Fridays, 11.

Dean Hagedorn.

Continuation of the harmonization of melodies, employing altered chords, all nonchordal elements, and pedal point. Harmony completed.

TEXT.—Foote and Spalding's *Modern Harmony*.

### Analysis

#### 1. Musical Form and Analysis.

Required of juniors. Two hours a week for a year. Wednesdays, Saturdays, 1:30.

Professor Mildenberg.

TEXT.—Goetschius' *Lessons in Music Form*.

The course embraces analysis of the various musical forms; primary, song, rondo, sonata, and the fugue forms.

### Theory

#### 1. Theory.

Required of freshmen. One hour a week for a year. Thursdays, 11.

Instructor Penny.

History of notation, accent (natural and artificial), rhythm, tempo, embellishments, acoustics, and orchestral instruments are studied in this course.

TEXT.—Elson's *Theory of Music*.

### History of Music

#### 1. History of Music.

Required of freshmen. Two hours a week for a year. Wednesdays, Saturdays, 9.

Professor Mildenberg.

A general survey of Musical History.

TEXT.—Hamilton's *Outlines of Musical History*.

#### 2. History of Music.

Required of sophomores. Two hours a week for a year. Tuesdays, Fridays, 10.

Dean Hagedorn.

The development of the art from ancient to modern times is shown, including the Greek modes, systems of notation, the Troubadours and Minnesingers, the beginnings of opera, the orchestra, the symphony; and during the second semester special attention is given to the great masters and their influence on the development of music.

TEXT.—Henderson's *How Music Developed*.

### **Music Pedagogy**

#### **1. Music Pedagogy.**

Required of juniors. One hour a week for a year.

Mrs. Ferrell.

A course of lectures dealing with the principles and methods of piano instruction.

#### **2. Music Pedagogy.**

Required of seniors. Three hours a week for a year.

Mrs. Ferrell.

This course embraces lectures and practice in teaching under the direct supervision of the instructor, giving students immediate opportunity of testing the knowledge gained in the lectures.

### **Methods of Public School Music**

#### **1. Public School Music.**

Required of juniors. Two hours a week for a year.

Instructor Loving.

This course embraces sight-singing, tune principles, rote songs, time principles, chromatics according to the system taught by the Institute of Music Pedagogy of Northampton, Mass.

#### **2. Public School Music.**

Required of seniors. Two hours a week for a year.

This course embraces a study of the child voice and special problems of the supervisor. Chorus conducting, practice teaching and suggestions for the formation of school orchestras and choruses.]

## Outline of Regular Course for Diploma in School of Music

### FRESHMAN YEAR.

Subjects	Credit Hours
Music History 1 .....	2
Harmony 1 .....	2
Theory 1 .....	1
Ensemble Playing .....	
Solo Class Recitals and Concerts .....	
Piano, Organ, Violin or Voice (two half hour lessons per week) .....	
English Composition 1....	3

### JUNIOR YEAR.

Harmony 3 .....	2
Music Pedagogy 1.....	1
Analysis 1 .....	2
Ensemble Playing .....	
Solo Class, Recitals and Concerts .....	
Piano, Organ, Violin or Voice (two half hour les- sons per week) .....	
German 1 .....	3
or	
French 1 .....	3

### SOPHOMORE YEAR.

Subjects	Credit Hours
Music History 2.....	2
Harmony 2 .....	2
Ensemble Playing .....	
Solo Class, Recitals and Concerts .....	
Piano, Organ, Violin or Voice (two half hour lessons per week).....	
English Literature 1.....	3

### SENIOR YEAR.

Harmony 4 .....	2
Music Pedagogy 2 .....	3
Music History 3 .....	1
Ensemble Playing .....	
Solo Class, ecitals and Concerts .....	
Piano, Organ, Violin or Voice (two half hour les- sons per week) .....	
German 2 .....	3
or	
French 2 ... ..	3

### **Meredith Academy**

It is the desire of the College Faculty and Board of Trustees to coöperate with the high schools and academies throughout the State, to lend them all possible assistance, and to receive their students upon their recommendations. But since a number of schools in North Carolina do not offer the fourteen units for admission to Meredith College, it is sometimes necessary for students to prepare for college in Meredith Academy.

The Academy offers a course covering the last three years of high school work, and has been put in the A class of accredited schools by the State Inspector of High Schools.







SERIES 8

November 1914

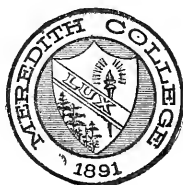
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# Meredith College

## Quarterly Bulletin

1914-1915

COMMENCEMENT NUMBER



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# MEREDITH COLLEGE

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NOVEMBER, 1914

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## Society Evening

According to the usual custom, the evening before commencement Sunday, Saturday, May 23, was given over to the literary societies for their annual celebration. The guests assembled in the college auditorium at 8:30, and after each society had marched into place singing its song, President Vann gave a few introductory words of greeting. Miss Lina Melke Gough, of the Philaretian Society, then played Nevin's "Goodnight" and "Serenade" by Meyer—Helmund on the organ. Next, the medal winning essay from each society was read by its author. Miss Ella Parker, Philaretian, won the Bowling Medal with her paper on "The Renaissance of Art and Literature," and Miss Anne McKaughan, Astrotekton, winner of the Carter-Upchurch Medal, read her essay on "The Economic Status of the Negro in the South." Both these papers were well written and well read and each society was proud of its representative. Dr. Charles Lee Smith presented the medals to these young ladies in his usual graceful manner.

The program closed with a voice solo, "Spring Voices," by Strauss, by Miss Katherine Campbell Johnson, of the Astrotekton Society, and the audience then went across to the society halls where an informal reception was given.

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## Commencement Sunday

To many the services of Commencement Sunday, held this year in the Tabernacle Church, were of unusual and striking beauty. The long line of march—faculty, trustees, students, alumnæ—could not fail to excite in the beholder an impressive idea of the extent of Meredith, while the dignity and beauty of the occasion as a whole showed the fundamental spirit of devotion and service of the school.

Dr. James William Lynch, now of Athens, Ga., but known and loved throughout North Carolina after his long residence here, was the speaker for both morning and evening. His subject for the Baccalaureate Sermon was, "The God-given Name of a Conquering Soul," the text being from Revelation 2:17: "To him that overcometh will I give him a white stone, and in the stone a new name written, which no man knoweth saving he that receiveth it." This passage, founded upon the mystic ritual of the Hebrews and referring directly to the priest entering the Holy of Holies, is to be interpreted as pertaining to the individual Christian. There are no privileged classes in the Kingdom, but every Christian may eat of the hidden manna, every Christian wear in his soul a name known only to God and himself. The naming of the soul is God's thought of the soul; hence, what it is and must be are influenced by three considerations: a successful moral struggle, the rewarding grace of God, and a unique individualism. God is working upward in a series of increasing personalities. The latest stroke on Nature's anvil is an isolated soul. The trend of modern life, however, is to engulf the unit in the mass; but religion comes to rescue the individual from the mass. The new name, unique, individual, will incorporate all we have been, all we are, all we hope to be. Then shall we know as we are known, not to the world but to Him.

At the conclusion of the sermon the College choir gave the "Hallelujah Chorus," and after the benediction the congregation remained standing while the long line from the school filed out of the church.

Dr. Lynch chose as his text for the Missionary Sermon in the evening that passage from Luke which likens the Kingdom of Heaven to a grain of mustard seed. Jesus spoke to few men and made few converts, he said, and for that reason would not be regarded as a popular preacher now when men gauge success by vastness of numbers and immediateness of results. God is today saving men as fast as he can, which is as fast as they will let Him. Two thousand years ago there was dropped the mustard seed of the Christian religion, and from that small beginning has developed the faith that now envelops the world.

At the close of the service the congregation joined in singing, "O Zion, haste," a hymn characteristic of Meredith and of her Missionary spirit.

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### **Class Day**

The Class Day exercises on Monday, May 25, were rather different this year from the usual order of things in that the chief feature of the program was a play written by a member of the Senior Class especially for the occasion. After the usual processional of the pretty Sophmores with their daisy chain and the Seniors all dressed alike in white costumes, and after the song to the Sophomores by the Seniors and the Sophomore response, the play opened. This play, "The Search for Wisdom," by Agnes Louise Bennett, was said on the program to be "an allegorical tragedy," but in reality it was a bit of school-girl nonsense full of the doings of the class of '14 since their Freshman year and thickly inlaid with bright songs by the chorus. It was written in blank verse of a pompous style and was somewhat imitative of the play, "Every Woman," which made it all the more ridiculous. Miss Bennett played the leading role herself and did it well.

After the play was ended Miss Margaret Gulley, president of the class, presented a gift from her class to the College. This gift was a fund for the library equipment of the new Home Economics Department. Mr. Jones, president of the Board of Trustees, accepted the gift. Miss Royster then presented the Athletic Loving Cup to the Senior Basket Ball team, and after the recessional, the exercises came to an end with the planting of the ivy on the campus.

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### **Art Exhibit**

On Monday afternoon, May 25, many friends of the College, especially those who were interested in the work of the Art Department, were welcomed into the studio on the fourth floor, Main Building, to the annual art exhibition. This showed the representative work done by all the pupils during the year.

Since none of these students were beyond their Sophomore year, both they and their instructors had reason to be encouraged by the results, because they gave promise of greater things.

The large number of students in charcoal, oil, water colors, and pastel showed that the girls had been working and thinking. There were a number of sketches from life, and some interesting modeling from nature and from casts. Several articles showing the application of design in leather, were exhibited.

In the China Studio the display was equally interesting. There were several handsome vases, one or two on a peacock design; an oddly shaped teapot, decorated with quaint, conventionalized Chinamen chasing each other; attractive child sets, bread and butter plates, sandwich trays and beleeck jars. All attracted attention, and showed skill of hand and careful training.

Before departing the guests were served cold fruit punch.

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### **The Annual Concert**

The Annual Concert given by the School of Music presented as usual a summing up of the year's work done by this department. Every branch of the work was represented, the students showing excellent training on their chosen instruments.

The orchestra demonstrated a decided gain over the previous years' work, the attacks and the intonation being surer; and an all round improvement was evident showing the painstaking and thorough training which the members are receiving.

The opening number, "Raymond Overture," by Thomas, was perhaps the most difficult number essayed by this group of young musicians. It was played with good rhythmical effect, and splendid dash characterized the last part of this composition. The other numbers for orchestra were two selections from the opera "Ferosmos," by Rubinstein. This opera, which is a tonal version of Moore's "Lalla Rookh," abounds in weird oriental effects. The "Wedding Procession," especially with its barbaric splendor, portrays the Eastern exotic atmosphere. These two numbers were played capably and well deserved the applause elicited.



Miss Mary Alma Elliott, graduate in Piano, played the "Rigolotto Paraphrase," by Liszt, in a splendid manner, showing fine, clear technic and such abundant natural talent as to warrant a bright outlook for her future. Her teacher, Miss Futrell, deserves great credit for the splendid work done.

The other number for piano, "The Last Movement," from Concerto, Op. 25, by Mendelssohn, was played by Miss Katherine Parker Knowles. Miss Knowles displayed good musicianship and ample technic. The orchestral parts were sympathetically played on the organ by Miss Knowles' teacher, Miss Ruth J. L. Robbins.

Miss Lina Gough, another pupil of Miss Robbins, distinguished herself on the organ, playing the difficult Allegro from the Guilmannt Sonate, Op. 56. Miss Gough handled the large organ with ease and showed a distinct mastery of every phase of her work.

The Voice Department was represented by two numbers, "The Gypsies," by Brahms, sung by Mrs. Horace R. Dowell and Miss Edna Holloway, and the "Grand Valse," by Vengani, sung by Miss Margaret Faucette. Both numbers were featured by brilliant technical and interpretative accomplishments. "The Sextette," from Lucia de Lammermoor, sung by Mrs. Dowell, Miss Holloway, Messrs. Rice Smith, Charles Ferrell, Max Levin and James J. Thomas, and Mixed Chorus, was artistically done, winning much applause and reflecting great credit upon Miss Helen M. Day, who ably conducted the number.

The String Department was represented by two numbers. Mr. Rice Smith, violinist, played the weirdly beautiful Prelude from "The Deluge," by Saint-Saens. The tonal effects produced and the sympathetic accompaniment of the String Orchestra speak well for the teaching of Dean Hagedorn.

Little Miss Mary Ray demonstrated her ability on the violoncello, playing the difficult "Harlequin" by Popper. Miss Ray was fully able to manage the large instrument, in such a way as to show her advancing technic and apparent musicianship.

The concert came to a close by the College Choir singing a composition by Dean Hagedorn, "Wake Aurora, Wake." This

composition was originally written for the production of "Dido," given by the Latin Department of Meredith College two years ago. Since that time Mr. Hagedorn had added an orchestral accompaniment which greatly enhanced the attractiveness of the composition. It is a well-rounded work, showing the composer's command of the technic of composition, and an evident native creative ability. The College Choir did splendid work in the rendition of this composition, bringing to a close what may be considered the best of a long list of Annual Concerts.

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### **Graduation Day**

The 1914 graduating exercises of Meredith were held in the College Auditorium Tuesday morning, May 26, at 10:30. After the twenty-two graduates, the Trustees and the Faculty had marched into the Chapel, "All Hail the Power of Jesus' Name," was sung with great spirit by the whole audience. Following the invocation, the choir sang most effectively the "Te Deum in E Flat," by Dutton.

Dr. William Lyon Phelps, who delivered the annual address, was introduced in a most appropriate manner by Judge Winston, who referred to Dr. Phelps as "one of the New England scholars who have affected not only our literature and our modes of expression, but the warp and woof of our thought."

Dr. Phelps' address on "Culture and Happiness" was so full of interesting and suggestive thoughts that the happiness of all who heard him should be greatly increased till "life's far end." His underlying theme can be best summed up in the definition of happiness which he quoted from Dr. Timothy Dwight, a former Yale president: "The happiest man is the man that thinks the most interesting thoughts." Dr. Phelps pointed out the four leading ways in which to put into practice this universal formula for happiness: by the cultivation of an appreciation of music, of art, of nature, and of books.

In spite of the popular fallacy of the poets who sigh,

"There's not a joy the world can give  
Like that it takes away,"

Dr. Phelps proved conclusively that he who grows old with a mind constantly open to the healing power of nature and of art grows happier each year. Youth, he admitted, is a better "animal" time, a time comparatively free from responsibilities; but "who would want to be even the most contented cow?"

The four great sources of happiness are, according to Dr. Phelps, open to all; by skilful illustrations he showed how music may be enjoyed by one without any special gift, or even without technical knowledge; how art may give pleasure to one who can not paint pictures, or buy expensive paintings; how nature may be a never-failing joy to one who is not able to travel further than his own porch; how books are a "perpetual good" to all who desire to possess them—for if the desire is great enough, possession follows. All that is needed for the cultivation of an appreciation of art, music, nature or literature is the progressive, determined mind, and *sincerity*. Honest indifference—aversion, even—may be overcome by persistence; but to pretend to enjoy what one does not care for is likely to keep one from ever appreciating the best.

In closing, Dr. Phelps compared his own head to "a pond with four great sluices through which music, art, nature, and books pour" unceasingly. "Is there any insurance," he concluded, "against unhappiness of the future like that of the well-stored mind?"

Dr. Vann's Baccalaureate Address, which followed Dr. Phelps's address, by an odd coincidence, carried on a strikingly similar line of thought, which served as an appreciative supplement to Dr. Phelps's main theme.

In accordance with the Meredith custom, the exercises were concluded by the presentation of a Bible to each member of the graduating class. In presenting the Bibles, Rev. C. J. Thompson emphasized the importance of having as the basis of character the Word of God, the sure and infallible guide.

The whole audience then joined in singing Luther's inspiring hymn, "A Mighty Fortress is Our God."

The commencement closed in a shadow on account of the death of Mr. N. B. Broughton, which was announced at the close of the exercises.

Mr. Broughton had been a Trustee of the College from the beginning, and was one of her staunchest friends. Because of his death the reception in honor of the graduating class, which had been planned for Tuesday evening, was canceled.

### GRADUATING CLASS.

#### BACHELOR OF ARTS

MEDA ELIZABETH ANDERSON  
LILLIAN MABEL BALLENTINE  
AGNES LOUISE BENNETT  
EUNICE GERTRUDE BENTON  
SALLIE LEANNA BULLARD  
NORA PAGE EDDINS  
MINNIE BRYAN FARRIOR  
MYRTHA FRANCES FLEMING  
MARTHA LOUISE FUTRELL

MINNIE STAMPS GOSNEY  
MARGARET GULLEY  
KATE BERNARD JONES  
SALLIE EMMA MARTIN  
ANNE MCKAUGHAN  
OCALA DOROTHY PERRY  
ALMA IRENE STONE  
CORA LEIGH TYNER

#### DIPLOMA IN PIANO

MARY ALMA ELLIOTT

MAE FRANCES GRIMMER

KATHERINE PARKER KNOWLES

#### DIPLOMA IN ORGAN

CAROLINE MELKE GOUGH

#### DIPLOMA IN VOICE

KATHERINE CAMPBELL JOHNSON

## The Alumnae

The annual meeting of the Alumnae, the largest gathering but one in the history of the Association, was held Monday afternoon of commencement with Miss Louise Lanneau, Vice-President, presiding. A successful year's work was evidenced by the reports of the officers, those of the Corresponding Secretary and Treasurer being the best ever presented. For years the annual dues have constituted an Alumnae Loan Fund which each year helps one or more worthy girls through College, and it was particularly gratifying to note that this fund has steadily increased during the past year. Special interest centered about the work of Meredith Clubs, enlarging the Alumnae Department of the *Acorn*, and the collection of class and college

songs, poems, programs, and other records, to be preserved in the College library. To these, and the regular activities of the Association each member is urged to give her loyal support.

The Alumnæ Banquet on Tuesday evening, under the direction of Mrs. C. O. Abernethy, of Raleigh, marked a happy close of the Alumnæ gatherings. This being the reunion year of the 1904 class, the eight members present were the special guests of honor. There was a happy exchange of toasts and greetings from all the classes represented, and a telegram of love and greeting from the Association President, Miss Jennie Fleming, who is now in California, was read. Miss Katherine Parker, of Raleigh, is President for the coming year, and under her leadership the Association looks forward to the best year in its history.

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### **Baccalaureate Address**

#### *Young Ladies:*

As an old German peasant sat by the fire in his humble cottage, he fell asleep; and when his physical senses were dulled in slumber his inner senses awoke, and all things about him assumed new forms and meanings. His mean little cottage became a cathedral. His hearthstone became an altar, from which the smoke arose as breathing incense. The narrow slits in the walls through which struggling beams of sunlight wandered opened into Gothic arches with magnificent windows, through which there streamed a flood of glory. The chimney rose into a lofty tower, from whose far-off height there floated the soft music of chiming bells.

The old man was dreaming grandly, but truly; for his dream did but represent the waking experience of many of his race. The light of the body is the eye; but not of the soul. The material eye sees but little, the material ear hears but little that enters into the perceptions of the soul. Standing on the ocean beach, you see only about twelve miles of wave and foam; you hear only the ceaseless thunder of breakers. And yet, you are conscious of a far wider vision, and finer melodies; visions of boundless stretches of ocean, and even of far off lands be-

yond; strains of other music that was swelling in your soul. And you turned away feeling that you had seen immensity, and heard music from distant worlds. Perhaps you had. I really think you had, but not with your physical organs.

So we get the solemn fact borne in upon us that there is in the common things about us a suggestion of something outside and beyond. In fact as a mere animal, man himself is in some respects remarkable for his poverty; less strong than some animals, less swift than others, less agile than others, and with less acuteness than others still. As an animal, he feels that his whole world is beneath his feet, and to his prosy, sleepy eye, only a few things are visible; a few blocks of streets and houses, or a few acres of fields, whose meaning lies nowhere beyond themselves. Such a being, therefore, we must pity, as we pity those women of India who pass their whole lives in houses whose only windows open upon little enclosed courtyards; women who often reach old age without ever having seen a field, a forest, or a flower; wretched emblems of those men who having eyes see not, and having ears hear not, neither do they understand. Oh, let us pity anyone who sees in God's world only the things that gratify the senses, and lives a life whose wealth consists mainly in the things that it possesses.

But let us be glad that it is given all who are willing to see in the common things of the common day suggestions of those greater things which are no less real because they are invisible.

Now, primitive man seems to have been bounded almost entirely by his physical senses. Though so near to God, Adam found that Eve meant more to him than the deity because she was natural and visible. But as men came to feel this strange sense of the infinite struggling within them, they felt that it came somewhere from outside themselves, from some superior beings, some far off mystery; just as children fancy that in the sighing of a shell they hear the murmur of the distant sea. So they began to incarnate each lofty conception in the form of a God. Thus the ideal of beauty took the form of Venus or Diana, or of the peerless Apollo. The high spirit of manly achievements was embodied in Hercules. Heroic ardor found names and shapes in Mars and Minerva, and sovereign majesty in Jove. And so they had Gods many and Lords many.

Now as children growing up become disillusioned about the sound of the shell by simply holding a teacup to the ear, so the race has long since discovered that its many Gods were only myths. But what, then, is this mystery that from the things of sense around us suggests the spiritual and the invisible? You may call it imagination, or fancy, or the poetic instinct. But since it exists in persons who are otherwise dull or even dead to poetic appeal, one wonders if it is not the voice of God whispering of the things supreme and eternal.

So this is my message to you. Learn to look always for the things that are unseen and beyond. This does not mean that you are to neglect the affairs of the busy world. That would be to repeat the sinful folly of the monk, who fancied that he was doing God service by shutting himself up in a monastery. In God's plan of life for you and me, there is no place for a monk or a mere mystic. Probably no man ever lived who appraised more justly the material things of life or turned them to better account than did that man who said, "We look not at the things which are seen but at the things which are unseen." And he was able to use this world all the better because he saw another world. So the divine scheme requires that we keep in closest touch with the world, that we be diligent in business and not slothful in spirit; that we work, laboring with our hands; that we buy, sell, and get gain; but not as an ultimate end, lest we become, as Matthew Arnold said of Chicago, "beastly prosperous." This plan contemplates sound and vigorous bodies, sane and well-trained minds, honest industry, and a lively interest in matters of business and governmental policy and all that makes for the best citizenship. But it also requires that in all these things one should look to the bringing in of a better hope for the world. Indeed, it goes so far as to insist that even in eating and drinking, one should have regard to the kingdom which eye hath not seen.

This vision of the unseen and this alone will explain some things. It will explain why men and women long ago took joyfully the spoiling of their goods, endured cruel mockings, and loved not their lives even unto death. It will explain why men and women now contribute freely of their time and means and

personal service for the benefit of strangers. It will explain why a woman in a far off city should find it in her heart to bequeath a noble legacy to a college, none of whose officers or teachers or students she had ever seen.

Moreover, such a vision invests all honest labor with dignity. Without it you may toil with the patience of an ox, but you must also endure his drudgery. With it what was otherwise only a task becomes an opportunity. In such a spirit the gift of a cup of water to a fellow being refreshes the soul of the giver. It is this that brings patience in tribulation and points the sufferer to the joy set before him.

Now you will be expected to take a hand in promoting all the interests of society. Sanitation, sobriety, the improvement of labor conditions for women and children, and men too—all that is embraced in what is called "social service" as well as whatever is commonly included in "spiritual activities" will have a rightful claim on your interests and efforts. But if in helping to relieve human distress you merely mean to make some animal physically comfortable, your work will be but little above that of a swine-herd. Try to survey your fellow men with the vision of the Man of Nazareth. You may have been struck by the effect which the sight of a multitude of human beings produced on Him. You will remember that whenever He is said to have "seen the multitude," He immediately proceeded to do or say some mighty thing. I think this must have been because He saw so much more in human beings than you and I are wont to see. He saw men and women not merely as they were, but as they might become. Seen with His eyes their value was magnified to infinity; and to realize His ideal life for them, he welcomed the cross. So do you in your pursuits and possessions, in your efforts and ambitions, and especially in your thoughts of mankind, pause a little to get the true perspective of men and things. And sometimes go apart upon a mountain, and in the silence gaze long upon the far horizon.

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### **Faculty Notes**

During the summer Miss Poteat spent a few months traveling and studying in Europe. She returned on the *Cassandra*,



the last ship that left Glasgow before the outbreak of the European war.

Miss Vann attended the session of the Y. W. C. A. Conference at Blue Ridge in June.

Miss Loving spent part of the summer studying the Normal Course of Public School Music given by Ralph Baldwin at the Northampton School of Music, Northampton, Mass.

Mr. Hagedorn again conducted the music department of the Summer School at Chapel Hill as he had done for the past two years. At the close of the session the Summer School Choral Society rendered "The Rose Maiden," by Cowen, to the delight of the large audience. The Choral Society presented Mr. and Mrs. Hagedorn a handsome silver platter as an expression of appreciation of their valuable services.

The May *History Teachers' Magazine*, edited under the direction of the American Historical Association, reprinted from the *North Carolina High School Bulletin* Miss Smith's article on "How to Utilize the High School Library."

In the report of the U. S. Commissioner of Education for 1913, which was gotten out last spring, appears the following statement: "Among the voluntary organizations which are carrying on vigorous investigations of single groups of institutions, prominence should be given to the Southern Association of College Women. For several years an annual report has been presented [to that body] on the organization, standards and practices of colleges for women in the Southern States. The latest presentation on the subject appears under the title 'Improvements of the College since 1900' in the proceedings of the tenth annual meeting of the Association in April, 1913." All of the reports thus referred to were written and presented by Miss Colton.

At the recent session of the Association of Colleges and Secondary Schools of the Southern States, held at the University of Virginia October 22-23, Miss Colton also read a paper on the "Junior College Problem in the South."

We have to report several changes in the Faculty for the current session. From last year's College Faculty we lost Miss Loomis and Miss Thompson, and Miss Dickinson, head of the

High School. From the School of Music we have to report the resignation of Misses Robbins, Futrell, Sams and Pearson.

Miss Katherine Campbell Johnson, a Meredith graduate, succeeds Miss Thompson as instructor in English and Miss Mary Parker Brown, A.B. of Vassar, takes Miss Dickinson's place as head of the High School.

The Chair of Latin, vacated by Miss Loomis, is now held by Miss Helen Hull Law, A.B. and A.M. of Vassar.

The vacancies in the School of Music have been filled by the election of Miss Karen Ann Ellington Poole, Mrs. Sarah Lambert Blalock, Miss Edna Estelle Hall and Mr. Albert Miltenberg. Miss Poole, instructor in Voice, and Mrs. Blalock, instructor on Piano, both are graduates of Meredith, with a year or two of successful experience in teaching.

Miss Hall, Professor of Piano, who came to us from the directorship of Olivet College, Michigan, after graduating in the Music Department of Yale, took theoretical courses with H. B. Jepson, Wm. E. Haesche, Horatio Parker and Edgar Stillman Kelley, and Pianoforte with Samuel L. Sanford. Later she had a scholarship at Hartford Conservatory of Music, Hartford, Conn., where she studied with Carlo Buonamici. She afterwards studied in New York with August Spanuth and Rafael Joseffy, and three years in Germany with Richard Burmeister.

Miss Hall has taught acceptably in Wesleyan Female College, Macon, Ga.; Stephens College, Columbia, Mo.; Acadia University, Wolfville, Nova Scotia, and Olivet College, Olivet, Mich.

Mr. Miltenberg's teachers were Rafael Joseffy, New York; Jules Massenet, Conservatoire de Paris; Otto Herman, Royal Conservatory of Berlin; Leschetizsky, Vienna; Puccini, Milan; G. Sgambati, Royal St. Caecilia Academy of Music, Rome. For eight or ten years he has taught in Mrs. Scovill's School in New York during the winter, and in Paris during the summer.

Old students at Meredith and many friends elsewhere will be interested to learn that Miss Sams was married on the afternoon of Commencement Day.

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# MEREDITH COLLEGE

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JANUARY, 1915

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## The Junior College Problem in the South \*

ELIZABETH AVERY COLTON

The committee appointed to report on the "Junior College" problem has made a careful study of the general Junior College Movement, especially in the South, and here presents the gist of its investigations, with recommendations as to the conditions on which it might be advisable for this Association to recognize institutions offering two years of college work.

California took the lead in the Junior College Movement by passing in 1907 a law authorizing public high schools to add to four years of high school work two years of college instruction. Eleven California high schools have, therefore, already organized junior college departments. And as Leland Stanford, on account of its desire to limit itself to university work, proper, and the University of California, on account of vast overcrowding, may, within a few years, dispense with their "lower divisions," many other high schools in California will, no doubt, be encouraged to add two years of college work to the high school curriculum. <sup>1</sup>.

Several other states have high schools that have added one or two years by upward extension; notably, Indiana, Illinois, Michigan, New Hampshire, and Massachusetts. And the recent movement to require a two-years' college course as a pre-requisite for the work of professional schools may lead to such an overcrowding of the freshman and sopho-

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\*This paper was presented as a report at the annual meeting of the Association of Colleges and Secondary Schools of the Southern States held at Charlottesville, Va., October 22-23, 1914.

<sup>1</sup>.—Liddeke, F. The Junior College Department in the Fresno High School. *Sierra Educational News*, June, 1914, page 412.

more classes of state universities as to make a demand, especially in the West, for high schools to continue to organize junior college departments.

In the South, however, comparatively few of our public high schools are yet able to offer four years' of standard secondary school work; it would, therefore, not be practicable for them to offer college courses. But in another class of institutions, the South offers a flourishing field for the development of junior colleges. We have in the South three hundred and eighty institutions claiming to be colleges, or universities, only thirty<sup>three</sup> of which are recognized by the Association of Colleges and Secondary Schools of the Southern States. Thirty-five, or forty, others approximate the minimum requirements of a standard college. Of the remaining three hundred and ~~ten~~<sup>ninety</sup>, there are perhaps fifty or sixty that might improve their equipment, curriculum, and organization sufficiently to do two years of college work.

President Harper, of the University of Chicago, was probably the first to suggest that small, struggling institutions might find an excuse for being by limiting their curriculum to two years. With this in mind the University of Chicago divided the four years' course of its College of Arts and Science into the Junior College and the Senior College, and began conferring a *title* (not a *degree*) known as *associate* upon those who completed with a certain degree of excellence the work of the freshman and sophomore years. The small colleges have not responded readily to President Harper's scheme for affiliation; but now that several other universities have made a more or less formal division in the four years' course of the college of arts and sciences, and especially as "standardization" has become the educational slogan, a number of poorly equipped, *unrecognized* four-year colleges may see the advantage of affiliating with universities as standard two-year, or junior, colleges. And no section of the country would be more benefited than the

South by such a reorganization of its "higher institutions of learning."

A number of southern colleges have already begun to re-organize themselves into junior colleges; but a larger number without any re-organization—in fact, without any organization—are assuming the name. Before the term is indiscriminately adopted, and like the word *college* loses all distinction, some authoritative statement as to what constitutes a junior college should be formulated. The following statistical tables compiled from the catalogues: (1) of the seven colleges accredited by the University of Missouri as junior colleges, (2) of the eleven Virginia colleges whose graduates are granted junior college certificates by the State Board of Education of Virginia, and (3) of twelve of the scattered institutions calling themselves junior colleges, may aid this Association in determining both what should, and should *not*, constitute a standard junior college.

TABLE I.  
REQUIREMENTS OF JUNIOR COLLEGES ACCREDITED BY THE UNIVERSITY OF MISSOURI.

	Faculty*		Students		Ent. Units	"College" Yrs.	Deg. Conferred
	Degrees	Total	"College"	Total			
Christian College	9	13	?	255	8	4	A. A.
Cottey College	3	9†	52	200	8	4	A. A.
Hardin College	10	12	?	190	8	4	A. B.; B. L.
Haward Payne College	7	8	71	?	15	2	A. A.
Lindenwood College	4	7	33	101	15	2	B. L.
Stephens College	9	11	78	221	15	2	A. A.
William Woods College	6	12	?	201	7	4	A. A.

\* Only teachers of academic subjects are included; presidents are not included. Degrees from colleges that are not standard are not counted; teachers of modern languages with several years of foreign training are included in the "degree" column.

† All the Cottey teachers have had at least a year of university training.



TABLE II

REQUIREMENTS\* OF VIRGINIA COLLEGES WHOSE GRADUATES ARE GRANTED JUNIOR COLLEGE CERTIFICATES BY THE STATE BOARD OF EDUCATION

	Faculty †		Students		Ent. Units	"College" Yrs.	Deg. Conferred
	Degrees	Total	"College"	Total			
Bridgewater College	3	11	33	173	14	4	A. B.; B. S. B. E.; M. A.
Daleville College	2	10	18	?	16	4	B. A.; B. S. L.
Martha Washington College	4	12	87	195	14	4	A. B.
Southern Female College	2	5	10	60	14	2 or 3	Diploma
Stonewall Jackson College	?	7	?	126	15	4	A. B.
Sullins College	2	8	71	186	8	4	A. B.
Virginia Christian College	3	7	?	91	15	4	A. B.; B. S.
Virginia Interment College	5	9	48	164	15	2	A. B.; B. L.; B. S.
Virginia Polytechnic Institute	42	57	527	527	14	4	B. S.; M. S. M. E.; E. E.
Virginia Union University	?	13	43	224	15	4	A. B.; B. D.; B. T.
Woman's College	4	12	?	202	14	2	Diploma after 1916

\*These statistics are based entirely on catalogue statements.

†Only teachers of academic subjects are included; presidents are not included. Degrees from colleges that are not standard are not counted.

TABLE III

REQUIREMENTS\* OF MISCELLANEOUS INSTITUTIONS CALLING THEMSELVES "JUNIOR," OR TWO-YEAR, COLLEGES

	Faculty †		Students		Ent. Units	"College" Yrs.	Deg. Conferred
	Degrees	Total	College	Total			
All Saints College	2	9	2	87	14	2	Diploma
Beaumont College	none	3	-----	-----	?	?	-----
Clarendon College	2	6	?	208	14	2	A. B.; B. S.
Crescent College	3	7	?	103	15	2	Diploma
Hamilton College	7	17	?	256	15	2	Diploma
Hillman College	-----	4	-----	99	8	4	M. E. L.
Margaret College	5	8	?	76	14.5	2	Diploma
Martin College	3	11	105	224	14	2	Diploma
Reinhardt College	2	9	146	332	8	4	-----
Southern Christian College	none	6	-----	171	14	2	A. A.
Virginia College	6	10	63	155	14	2	Diploma
Weaver College	5	9	-----	141	2	4	-----

\* These statistics are based wholly on catalogue statements.

† Only teachers of academic subjects are included; presidents are not included. Degrees from colleges that are not standard are not counted.

These tables reveal great diversity in the training of faculty, in the number of college students, in the entrance requirements, in the curricula, and in the organization, of these thirty institutions. Beaumont College, in Table III, for instance, has a total faculty of three for preparatory and college work; and though each of the three teachers is described as possessing "a gracious personality, dignified bearing, and exquisite courtesy," there is nothing to indicate that any one of them has ever attended, even once, the Columbia University Summer School. Hillman College, in the same group, has a *vice-president* with a degree, but he is on leave of absence. Contrasted with these, seven members of the faculty of Hamilton College, nine of the faculty of Christian, nine of the faculty of Stephens, ten of the faculty of Hardin, and forty-two, "the whole faculty, proper" of Virginia Polytechnic Institute hold degrees from standard colleges.

There is also a great difference in these institutions in the number of students that are doing "college" work. Virginia Polytechnic recorded last year, 527; Stephens, 78; Howard-Payne, 71; Daleville, 18\*; and Southern Female College, 10. Fifteen of them apparently had so few in college classes that they were unwilling to publish a roll distinguishing in any way between preparatory, special-study, and college students.

Much confusion as to what should constitute a junior college arises also from the diversity in the organization of the colleges under consideration. Seven of the Virginia institutions—Bridgewater, Daleville, Martha Washington, Stonewall Jackson, Virginia Christian, Virginia Polytechnic, and Virginia Union—announce that they complete four full years of college work. On the other hand, Sullins of the Virginia group, and Christian, Cottey, Hardin, and William Woods, of the Missouri group, though they include four years in their "junior college", announce that they complete only two years of college work. Howard-Payne,

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\*Seven of these were doing only part college work.

Lindenwood, and Stephens include only two years in their junior college, but call these years *junior* and *senior*.

As the Missouri Junior College Union has recently decided that the junior college course should be made four years in length, extending from the second year of high school work to the junior year of a standard college, with maintenance temporarily of a two years' preparatory course, it is probable that all the Missouri junior colleges will soon conform to that type. In fact, the present diversity in the organization of the Missouri colleges is largely one of nomenclature; for they all state clearly that their work is equivalent only to that of the first two years at the University of Missouri. The real confusion is caused by "junior colleges" that announce that they complete four full years of college work.

Another misleading custom of junior colleges is that of conferring degrees. Eleven of the institutions under consideration confer the A. B. degree; five, both the A. B. and B. S.; six, the A. A. degree;<sup>1</sup> two, the B. L.; and one the M. E. L. It is encouraging to note, however, that ten have discontinued the conferring of degrees altogether; and Woman's College (Richmond) announces that after 1916 it will award only diplomas.

Specific data in regard to entrance requirements and curricula could not, of course, be included in statistical tables; but a study of the catalogues of the colleges of the different groups shows, as one would naturally expect, the widest variation in requirements among the institutions of the miscellaneous group. All Saints, Hamilton, and Margaret apparently have entrance requirements almost identical with those of the conservative eastern colleges for women, including besides four units of Latin, two of Greek or a modern language. And the two-year college course outlined by these three institutions corresponds more nearly

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1. In Missouri, the A. A. degree is supposed to indicate two years of college work; at Harvard, however, it is used to represent four years of college work taken in extension or summer courses.

to the freshman and sophomore courses of first class colleges for women than the curricula of any of the other "junior colleges" in the South. Other schools in this group, however—notably Beaumont, Hillman, and Southern Christian—apparently do not deserve consideration in a serious report on requirements of junior colleges.

The diversity in the requirements of the colleges in the Virginia group is largely due to the widely inclusive basis on which the Virginia State Board of Education awards the Junior College Certificate. The only written—or at least—*printed*—law seems to be the following statement in the 1914 *circular of information concerning certification of teachers*:

"The graduates of a registered institution in Virginia which does not comply fully with the definition of a college, but which offers an approved four-year course, at least two years in advance of the standard four-year high school, with one year's work of college grade in English, History, Mathematics, and Science, shall be granted a Junior College Certificate . . . . This certificate entitles the holder to teach both high and elementary branches."

But though the Virginia State Board of Education has not attempted to define junior colleges more specifically than is implied in the conditions upon which it grants junior college certificates, the Virginia Association of Colleges and Schools for Girls has since June, 1911, been earnestly trying to settle upon regulations for institutions offering two years of work in advance of college entrance requirements. In June, 1913, its Standardization Committee presented the following conditions for the recognition of junior colleges:

"1. (a) That any institution wishing to be classified by the Association as a Junior College shall agree to prefix the name "junior" to every use of the word "college" as applied to the school, on stationery, catalogue, other advertising, etc.

"2. That at least four pupils in the preparatory department of an institution tentatively rated as a junior college shall within a stated period of five years have passed satis-

factorily the examinations of the College Entrance Examination Board.<sup>1</sup>

"3. That within five years at least three students shall each have won, by examination, admission to the junior class of some one of the standard colleges named by the Association as offering these examinations,<sup>2</sup> or shall have gained credit there for advanced standing of not less than thirty hours, and that documentary proof of this fact shall have been desposited with the Association. It is assumed that the work leading to such examinations will have been done in the regular courses of the institution sending the student up for examination.

"4. That the former action of the Association in regard to the number of instructors prescribed for this type of institution be amended to require at least five instructors who are each devoting themselves to one single field.

"[NOTE—It is understood from the action of the Association in 1912 that all the customary degress for this and lower types of schools are repudiated by the Association.]"

This report was adopted in 1913; and during 1913-1914 the Virginia Association has made arrangements with the five co-operating colleges—Goucher, Mt. Holyoke, Smith, Vassar, and Wellesley—for putting into effect their scheme of standardization. Five of their schools have expressed a desire to be tentatively rated as junior colleges with the hope that within the required time they may be able to conform to the standards adopted a year ago.

In Missouri the girls' schools that wished recognition as standard two-year colleges have had an easier time than the Virginia institutions; for they did not try to work out their own salvation until after the University of Missouri had on request carefully defined for them regulations which should govern junior colleges. In 1911, the University prepared a circular setting forth the requirements which must be met before an institution would be recognized as an

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1.—Cf. Proceedings of Seventh Annual Meeting of Virginia Association of Colleges and Schools for Girls, p p. 26-27.

2.—Goucher, Mount Holyoke, Smith, Vassar, and Wellesley.

affiliated junior college. As this circular contained specific regulations in regard to entrance requirements, length of college year, amount of work to be carried by individual students, courses to be offered, quality of work, requirements for graduation, preparation of teachers, and equipment of libraries and laboratories; and as a committee of the faculty of the University visits each institution before accrediting it, the seven Missouri junior colleges are fairly uniform in standard.

The University of Missouri, therefore, seems to have solved the junior college problem in Missouri; but as some state universities do not admit women, and as they are not all equally well-equipped, it would seem wiser to have a general standardizing agency for all southern junior colleges. This would, of course, not interfere with the affiliation of junior colleges with their respective state universities, in cases where such affiliation was possible and it would also greatly aid standard church colleges to determine which of their sister institutions to accredit as junior colleges.

The Southern Baptist Education Association in January, 1913, and the Commission on Education of the Methodist Episcopal Church, South, in August, 1914, defined what should constitute a junior college in their respective educational systems. If all church boards of education would go a step farther and would require their weak colleges to limit their work to two years, the cause of education would be greatly benefited. For, at present, the greatest drawback to the development of standard four, or two, year colleges in the South is the custom for every religious denomination to have at least one college in each state, and of some to have five or six in the same state, all claiming to be of equal rank. In North Carolina, for instance, which is fairly typical of all southern states in its superabundance of nominal colleges, there are twenty-nine denominational colleges distributed as follows: Episcopal, Moravian, Friends, one, each; Christian and Reformed, two, each;

Lutheran <sup>1</sup> and Roman Catholic, three, each; Baptist and Presbyterian, five, each; and Methodist, six. And yet only one <sup>2</sup> of the whole twenty-nine conforms to the minimum requirements set by the Southern College Association.

The standard of all church colleges in the South would be much improved if the weaker denominations would build up one standard college in a group of states with an affiliated junior college in each state of the group; and if the stronger denominations would limit the number of their colleges in a state to one college for men and women, either separate or combined, and to one or two junior colleges.

And a far better type of junior college would be developed if each denomination would further arrange for a division of labor among its colleges for women; for the women's colleges in the South are the ones most deeply concerned in the junior college movement. It would be undesirable for all women's colleges now offering general finishing courses to try to become junior colleges; for if all tried, the result in most cases would be nine-tenths preparatory and finishing school and one-tenth "junior college"—and besides there is still a demand for general finishing schools for girls. But if each denomination having several nominal colleges in a state would select one or two best fitted for junior college work, and would encourage these to substitute music departments for "conservatories", it would help greatly in solving the junior college problem in the South. For students wishing the college type would select the junior college, and those wishing a general course would select the general finishing type. The effort hitherto of southern colleges for women to be everything combined—preparatory school, finishing school, and college—has made the development of standard colleges almost impossible.

But though the various church boards of education might, as has just been indicated, aid greatly in the development

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<sup>1</sup>.—One of the Lutheran and one of the Baptist colleges is not under church control.

<sup>2</sup>.—Trinity College, Durham.



of junior colleges, the Association of Colleges and Secondary Schools of the Southern States, is, of course, the agency to define standard requirements for Southern junior colleges. This committee, <sup>1</sup> therefore, recommends that the Association pass a resolution to establish a category of members known as junior colleges under the following conditions:

1. The college work must be the essential part of the curriculum of any institution recognized as a junior college; therefore, junior colleges must publish in their annual catalogues a classified list of all their students.

2 If a preparatory department is maintained, its work must be approved by the Association.

3. The minimum requirements for admission to the college classes must correspond with the present requirements of this Association.

4. For graduation from the junior college, the student must complete satisfactorily thirty *year*, or sixty *semester*, hours of work equivalent to that given in the freshman and sophomore years of colleges belonging to this Association.

5. No junior college shall confer a degree; a junior college diploma may be awarded.

6. The number of teachers, their training, the amount of work assigned them, the number of college students, the resources and equipment of the junior college are vital factors in fixing the standard of an institution and must be considered by the Executive Committee in recommending any institution for membership. On these points, therefore, the Executive Committee shall issue recommendations from time to time for the purpose of informing institutions seeking membership in the Association concerning conditons to be met.

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<sup>1</sup>. The members of the committee besides the chairman, Miss E. A. Colton, were Chancellor J. H. Kirkland and Mr. A. K. Davis. The recommendations made by the committee were adopted by the Association.

## Classification of Colleges

ELIZABETH AVERY COLTON

There has never been an authorized national classification of colleges. From 1867 to 1910 inclusive, the Commissioner of Education grouped colleges for women, it is true, into two divisions—*A* and *B*. And *Division A* did single out the few standard colleges for women; but *Division B* included every grade of institution bearing the name *college* from the weakest kind of preparatory school to institutions doing approximately three years of college work. That these divisions were not meant as real classifications of colleges may be gathered from the following statement in the 1911 Report of the Commissioner of Education, vol. 1, p. 43:

“The Bureau of Education has but recently undertaken to share in the evaluation of the work and standards of institutions of higher education. The appointment of a specialist in higher education and the organization of the Division of Higher Education [1910] are *the first steps* in the fulfilment of a carefully worked out plan of the Bureau for the prolonged, difficult, and delicate task of ascertaining exactly the worth of degrees granted by the widely varying institutions in the United States.”

Attempting to carry out this plan, the Specialist in Higher Education prepared in 1911 a “tentative and semi-confidential” classification of colleges; but the publication of this in its revised form was for political reasons stopped by order of President Taft.

But though this circular was never *officially* distributed by the Bureau of Education except to deans of standard colleges and universities, yet its grouping of educational institutions into four classes has become somewhat generally known, and much more generally misunderstood. For instance, those who do not understand that the old national *Division B* was not a “class” assume that the 1911

*Class III* indicated a lower standard than the old *Division B* which, as has already been pointed out, included many institutions doing no college work whatever; whereas the 1911 *Class III* included such state universities as Arkansas, Florida, Louisiana, and South Carolina, and colleges of such standing as Converse, Hampden Sidney, and Meredith. If the 1911 circular had not been suppressed, no doubt much of the misunderstanding which has arisen in regard to its basis of classification would have been avoided.

But since the Bureau of Education has unfortunately been forbidden to publish any classification of colleges, for the present we must content ourselves merely with knowing which colleges have been recognized as *standard* by such organizations as the Association of Colleges and Secondary Schools of the Southern States, the North Central Association of Colleges and Secondary Schools, the Association of Collegiate Alumnae, the College Entrance Examination Board, and the Carnegie Foundation for the Advancement of Teaching. The eligible list of the Southern Association of College Women furnishes, perhaps, the most complete single list of standard colleges,<sup>1</sup> but it includes only institutions admitting women.

The Southern Association of College Women has also for several years published reports which, without exactly classifying colleges, yet indicate the varying standards of many of the southern educational institutions calling themselves *colleges*. The most important of these is a report on *The Approximate Value of Recent Degrees of Southern Colleges*; <sup>1</sup> but its tables of estimates are misleading unless the whole report is read with great care.

A word of warning is needed, too, in regard to the classification of colleges by the Board of Education of the Metho-

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1. This list is printed in the Proceedings of the Eleventh Annual Meeting of the Southern Association of College Women; a copy of which may be secured by writing to Miss M. L. Harkness, Newcomb College, New Orleans, La.

1. This report may be secured by sending twenty-five cents to Miss E. A. Colton, Raleigh, N. C.

dist Episcopal Church, South. Unfortunately its "*Class A*" has often been confounded with the old national *Division A*, which included only *standard* colleges for women. Methodist colleges when advertising themselves as in "*Class A*" should always say *Methodist Class A*; for several "A-grade" Methodist colleges for women granted degrees in 1914 that did not represent as much as two years of real college work. The Methodist Board of Education, however, is now at work on a scheme of classification which will attempt to show some distinction between its *standard* Class A colleges and its more or less *nominal* Class A colleges. But since there is no longer a national *Division A* of colleges, it is to be hoped that those wishing to refer to standard colleges will simply say "standard colleges," and not "A colleges," which to many now indicates such institutions as Athens College, Columbia (S. C.) College, Greensboro College, and Martha Washington College—all, Methodist "A-grade" colleges, but by no means standard colleges.

All standard colleges in the South belong to the Association of Colleges and Secondary Schools of the southern states. The following institutions are included in the latest membership list of the Association:

Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College, University of Tennessee, University of Alabama, West Virginia University, University of Missouri, University of Texas, Randolph-Macon Woman's College, Tulane University, Goucher College, University of Virginia, Randolph-Macon College, Central University, Agnes Scott College, University of Georgia, Richmond College, University of Chattanooga, Southwestern Presbyterian University, Mercer University, Southern University, Millsaps College, Converse College, Louisiana State University, University of Florida, Baylor University, ~~and~~ Johns Hopkins University, ~~and~~  
*Rice Institute.*





# **Meredith College**

**Raleigh, North Carolina**

## **Quarterly Bulletin**



**SIXTEENTH CATALOGUE NUMBER**

**ANNOUNCEMENTS FOR 1915-1916**





Series 8

MARCH, 1915

Number 3

# Meredith College

Raleigh, North Carolina

## Quarterly Bulletin



SIXTEENTH CATALOGUE NUMBER

ANNOUNCEMENTS FOR 1915-1916

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# CALENDAR

## 1915

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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FEBRUARY							MAY							AUGUST							NOVEMBER						
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## 1916

JANUARY							APRIL							JULY							OCTOBER							
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MARCH							JUNE							SEPTEMBER							DECEMBER							
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12	13	14	15	16	17	18	11	12	13	14	15	16	17	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
19	20	21	22	23	24	25	18	19	20	21	22	23	24	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
26	27	28	29	30	31		25	26	27	28	29	30		24	25	26	27	28	29	30	31	24	25	26	27	28	29	30

## Calendar for the Year 1915-1916

Sept.	8.	Wednesday	} FIRST SEMESTER begins. Preliminary classification of new students.
	9.	Thursday	
Sept.	10.	Friday	MATRICULATION and REGISTRATION of all students.
Sept.	11.	Saturday	LECTURES and CLASS WORK begin.
Sept.	25.	Saturday	APPLICATIONS for degrees and diplomas for 1916 must be submitted to the Deans.
Nov.	25.	Thursday	THANKSGIVING DAY; a holiday.
Dec.	18-Jan.	3.	CHRISTMAS RECESS.
Jan.	4.	Tuesday	LECTURES and CLASS WORK begin.
Jan.	13-22.		FIRST SEMESTER EXAMINATIONS.
Jan.	22.	Saturday	FIRST SEMESTER ends. Matriculation of students.
Jan.	25.	Tuesday	MATRICULATION and REGISTRATION of students.
Jan.	26.	Wednesday	LECTURES and CLASS WORK of second semester begin.
Feb.	3.	Thursday	FOUNDERS' DAY; a half-holiday.
April	25.		TUESDAY AFTER EASTER; a holiday.
May	11-20.		SECOND SEMESTER EXAMINATIONS.
May	19.		STUDENTS must submit to Deans their schedule of work for 1916-'17.
May	21-23.		COMMENCEMENT.



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\*Arranged in order of rank and appointment.

†This includes only those members of the faculty offering work toward the A.B. degree.  
For the faculty of other Schools see pages 77, 87, 111, 121.

§Giving one or more courses toward the A.B. degree.

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DIRECTOR OF PHYSICAL EDUCATION.

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NURSE.

**ESTHER FRANCES ROYSTER,**

STUDENT ASSISTANT IN THE LIBRARY.

**ALBERTA NEWTON BROWN,**

STUDENT ASSISTANT IN PHYSICAL EDUCATION.

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\*Giving one or more courses toward the A. B. degree.

## Committees of the Faculty

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*Classification.*—Deans Boomhour and Mildenberg, with the Heads of Departments.

*Catalogue.*—Dean Boomhour (*Chairman*), Professors Smith, Vann, Miss Paschal.

*Lecture.*—President Brewer (*Chairman*), Professors Colton, Freeman, Principal Brown.

*Bulletin.*—President Brewer (*Chairman*), Professors Colton, Parker.

*Library.*—Dean Boomhour (*Chairman*), Professors Freeman, Law, Parker.

*Athletics.*—Director Royster (*Chairman*), Professor Parker, Instructor Johnson.

*Grounds.*—Professor Smith (*Chairman*), Miss Paschal, Mr. Ferrell, Professor Poteat.

*Public Functions.*—Miss Paschal (*Chairman*), Dean Mildenberg, Professor Smith, Instructor Ferrell.

*Appointment.*—President Brewer (*Chairman*), Professor Smith, Deans Boomhour, Mildenberg.

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*Recording Secretary*, Mrs. Wingate Memory Johnson  
Winston-Salem, N. C.

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# Meredith College

## Foundation and Purpose

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It was formerly named *The Baptist University for Women*; but at their annual meeting in May, 1909, the trustees changed the name to *Meredith College*, in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

The College is trying to carry out the ideals of its founders in character-building as well as in scholarship. Its intention is to provide not only thorough instruction, but culture made perfect in the religion of Jesus Christ. Students are required to attend some church on Sunday morning, and to attend chapel exercises daily. The Christian type of womanly character is upheld, but special care is taken not to interfere with denominational preferences.

As Meredith College has been enforcing the standard entrance requirements of fourteen units since 1911, the college degree now represents four years of genuine college work, according to the standard of the Association of Colleges and Secondary Schools of the Southern States. The General Education Board has recognized the worth of the college by voting aid to its endowment fund.

## Location

Meredith College is admirably located in Raleigh, the educational center of the State. The number of schools and colleges is due not only to the broad educational interests centering in the State Capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is three hundred and sixty-five feet above sea level; thus it is favorably affected both by the climate of the sea coast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts. All of the Meredith College buildings are directly connected with the city system.

The College itself is in the center of the city, near the Capitol, and only a few blocks from the State and Olivia Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle; churches of other leading denominations are also near. Among the many advantages of college life in the Capital City is the opportunity of hearing concerts and important public addresses by distinguished speakers in the city auditorium and of attending the meetings of the State Legislature, the annual meeting of the North Carolina Literary and Historical Association, the State Social Service Conference, and other noteworthy gatherings.



## **Buildings**

The College has at present six buildings: Main Building, Faircloth Hall, Home Economics Building, East Building, and two cottages.

The Main Building, completed in 1899, contains the chapel, executive offices, classrooms, laboratories, library, art studio, living rooms, and dining room.

Faircloth Hall, built in 1904, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms, and the two society halls.

The Home Economics Building, purchased in 1913 and first used in 1914, contains the lecture room and laboratories of the department of Home Economics, and living rooms.

The East Building, purchased in 1899, contains dormitory and dining rooms.

Each of these buildings, except the Home Economics Building, is of brick. All are lighted by electricity and heated by steam, and have bath rooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, show ample provision for comfort and health.

The North and South Cottages, purchased in 1900, are heated by stoves or grates, but in other respects are equipped like the other buildings. These two cottages, together with the East Building and fifteen rooms of Faircloth Hall, are reserved for the girls who board in the East Building.

The regulations for the six buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the College year.

### **Table Board**

In the Main Building, table board may be had for sixty dollars a semester. In the East Building the students, under the direction of an experienced housekeeper, do their own cooking and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this building is thus reduced to eight dollars a school month, or thirty-six dollars a semester, and is payable every four weeks in advance. In addition, at the beginning of each semester, a contingent fee of fifty cents is required of each person. This year ninety-two students have taken their meals in the East Building.

### **Laboratories**

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals and apparatus for individual work in Chemistry, Physics, Biology and Home Economics.

The State Museum, to which additions are continually being made, is of much service to the Department of Science.

### **Library**

The library is in charge of a trained librarian and is scientifically classified and catalogued. Eighteen hundred cards have been inserted in the card catalogue during the current year.

There are five thousand volumes and one thousand pamphlets in the Library. These have been carefully selected by the heads of the departments, and practically every book is in use. Sixty magazines, twenty-five college magazines, and seventeen newspapers are regularly received.

The Olivia Raney Library, of thirteen thousand, and the State Library, of forty-three thousand volumes, are open to students and are within three blocks of the college. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

## General Information

### Religious Life

All boarding students are required to attend the religious services which begin the work of each day and to attend Sunday School and church on Sunday mornings eighty-five per cent of the time, unless excused for special reasons.

The Young Women's Christian Association is the largest voluntary student organization in the College. The work and direction of this body are entirely under the management of the students. The faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night. The first meeting in each month is set apart for the subject of Missions. In addition, there is a short prayer meeting each morning.

Five Bible study and six Mission classes, under the direction of members of the faculty and students, are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of Mission work, both in the Home and Foreign fields. During the past year there has been a Student Volunteer Band of eight members. The Association is aiding the Young Women's Auxiliary of the State in the support of Miss Sophie Stephens Lanneau, a Meredith graduate, who is now a missionary in Soochow, China.

Attention is directed to the monthly lectures given each year on the various objects of the Convention. During the past year these addresses have been made as follows: *Our Orphanage*, by Rev. M. L. Kesler; *The Sunday School Board*, by Rev. L. P. Leavell; *Home Missions*, by Rev. Charles E. Maddy; *Foreign Missions*, by Rev. C. J. Thompson; *State Missions*, by Rev. L. Johnson. These lectures are profitable to members of all denominations.

## Government

All regulations are framed with the view of limiting individual freedom only for the sake of moral security and of obtaining conditions for study. Any who are not willing to acquiesce cheerfully in these considerations should not apply for admission.

The government is almost entirely in the hands of the students themselves, under a set of regulations submitted by the faculty and adopted by the Student Government Association. They have their own Executive Committee, which has the general oversight of the order and deportment of the students. Difficult cases are referred to a Faculty Advisory Committee. This system tends to promote honor and self-reliance.

## Physical Education

All students when entering College are required to pass a physical examination, with essential measurements, by the Resident Physician and Physical Director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the College grounds are courts for tennis, basketball and archery; and a well equipped out-of-door gymnasium, with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars, and flying-rings.

Every student not a senior is required to exercise four *half hours a week* in the gymnasium, from October 1st to April 1st. While taking the prescribed work she must wear the regulation gymnasium suit. It is better and cheaper for the young women to procure their suits after reaching College. Regular exercise in the open air, in addition to the work in the gymnasium, of not less than *one-half hour* daily through the

year is required of *every* young woman unless excused by the College Physician or Physical Director. Students are credited in the physical and field work on the basis of faithfulness and punctuality.

The Athletic Committee of the Faculty, with the Physical Director, has control of all field sports.

A handsome silver loving-cup is offered yearly to the best inter-class basketball team.

### **Hygiene and Care of the Sick**

Once a week during the year the Physician in charge lectures to the student body on General Hygiene and the Care of the Body. For six weeks in the second semester these lectures embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The Physician in charge holds office hours at the College, at which time the students may consult her upon all subjects of hygiene or relative to their personal health. The general laws of health are enforced so far as possible. It is the purpose of the College Physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

Under the direction of Mrs. Bessie Worthington Horn, and in honor of her mother, the Missionary Society of the Baptist Church of Wilson, North Carolina, has fitted up an infirmary in the Main Building.

### **Literary Societies**

There are two Literary Societies: Philaretian and Astro-tekton, meeting every Saturday night. These Societies are organized to give variety to the college life and for the promotion of general culture.

Students will draw for membership in the societies in such a proportion as to make the membership in the two societies equal. Students who have had a sister in a society may be assigned to that one, and so be excused from drawing.

Each society is offered a Memorial Medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrew Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

## College Publications

### By the College

*The Bulletin.*—This is the official publication of the College, and appears quarterly. It will be mailed to any address regularly upon request to the President.

### By the Students

*The Acorn.*—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, one dollar.

*Oak Leaves.*—The College Annual is published by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

## Lecture and Concert Courses

Each year the College provides a number of lectures and concerts in order that the students may have the opportunity of hearing eminent lecturers and of enjoying the largest advantages in musical culture.

For the year 1914-1915 the courses have been as follows:

**Lecture Course**

Rev. Newell Dwight Hillis, D.D., A.M., L.H.D., *Ruskin's Message to the Twentieth Century*.

Rev. Hugh Black, M.A., D.D., *The Life and Poetry of Robert Burns*.

**Other Lectures**

Chief Justice Walter Clark, A.M., LL.D., *Woman Suffrage*.

Rev. Oliver Larkin Stringfield, A.B., *Temperance Legislation in North Carolina*.

Attorney-General Thomas Walter Bickett, A.B., *The Woman Beautiful*.

Rev. John Nelson Mills, D. D., *The Progress and Prospects of China*.

**Concerts**

Cornelius van Vliet, cellist.

Enrico Arisoni, tenor, assisted by Martin Bruhl, pianist.

Myrtle Elvyn, pianist.

Saslavsky String Quartette.

## Expenses

### Tuition Each Semester

College Course -----	\$30.00
Literary and Theoretical Work in Music Course (see p. 90) --	30.00
Public School Music (music students) -----	5.00
Piano -----	\$32.50, 40.00
Organ -----	\$32.50, 40.00
Violin -----	30.00
Voice -----	\$32.50, 40.00
Voice, Instructor -----	25.00
Art -----	30.00
China painting -----	30.00

### Fees Each Semester

Matriculation fee (applied on semester's tuition) -----	10.00
Chemical Laboratory fee -----	2.50
Biological Laboratory fee -----	1.00
Home Economics Laboratory fee -----	7.50
Library fee -----	1.00
Lecture fee -----	.75
Gymnasium fee -----	1.00
Medical fee -----	2.50
Use of Piano one hour daily -----	4.50
For each additional hour -----	2.25
Use of Pedal Organ one hour daily -----	6.00
Use of Pedal Piano one hour daily -----	4.00
Use of Pipe Organ per hour -----	.25

### Table Board Each Semester

Main Building -----	60.00
East Building -----	36.00

### Room Rent Each Semester

Including fuel, light, and water :

Main Building	{ Front rooms or two-girl rooms -----	17.50
	{ Other rooms in Main Building -----	15.00
Faircloth Hall	{ Front rooms -----	17.50
	{ Other rooms in Faircloth Hall -----	15.00



Faircloth Hall (to those who board in East Building) --	\$17.50
East Building -----	12.50
Home Economics Building-----	12.50
South Cottage -----	11.25
North Cottage -----	11.25

## Expenses for the Year in the Literary Course

In Main Building or Faircloth Hall:

Board, room, lights, fuel, and bath-----	\$150.00 to 155.00
Tuition, College Course -----	60.00
Medical fee -----	5.00
Library fee -----	2.00
Gymnasium fee -----	2.00
Lecture fee -----	1.50

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\$220.50 to \$225.50

In the East Building this amount is from \$45.25 to \$59.25 less, depending upon room.

All bills are due in advance for the semester, but for the convenience of patrons, payments may be made at the beginning of each quarter.

Students who pursue Music and Art may take one literary subject at a cost of \$10.00 a semester.

Students pursuing one special course may take one literary subject at \$12.50 a semester, or two literary subjects at \$22.50 a semester, or three literary subjects at \$30.00 a semester.

Special students may elect one theoretical course in the School of Music at \$10.00 a semester, or two theoretical courses in the School of Music at \$15.00 a semester.

Students in the A.B. or B.S. course may elect theoretical courses in the School of Music which count toward their degree at \$6.25 each semester.

Graduation fee, including diploma, \$5.00.

Nonresident students are excused from the payment of the medical fee and also of the gymnasium and lecture fees unless they wish to take these courses.

Nonresident students may take one course in Home Economics at \$15.00 a semester or two courses in Home Economics at \$25.00 a semester.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the College Physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the Executive Committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

### **The Payment of Fees**

On days of registration at the beginning of each semester all students are required to pay to the Bursar the matriculation fee of \$10.00 before registering with their Deans.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee for that semester.

Any student who fails to register with her Dean at the appointed time will be required to pay the Bursar an additional fee of \$1.00 and to show receipt for the same to the Classification Committee. This special fee of \$1.00 will be required of those who are late in entering as well of those who neglect to arrange their courses with the Classification Committee, and will not be deducted from any bill. For time of registration see page 34.

To secure rooms, applications must be accompanied by a deposit of \$5.00. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

The \$5.00 room fee deposit and the \$10.00 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

## Admission Requirements

Students are admitted either (A) by certificate or (B) by examination.

A. Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other States accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the President, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools close for the summer. All certificates should be filed with the President not later than August 1st of the year in which the student wishes to enter.

**No candidate will be admitted to the freshman class, except on examination, until such a certificate properly filled out and signed by the principal is presented to the College.**

B. Students desiring to be admitted under the second of these conditions should see page 33.

Students applying for advanced standing should read *Credits*, page 48.

## Admission to College Classes

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

\*Every candidate for the A.B. degree must offer:

Latin .....	3	units.
French.....	}	1 unit.
or		
German.....	}	1 unit.
English .....		
Mathematics: {	Geometry .....	1 unit.
	Algebra .....	1.5 units.
History .....		2 units.
Science: {	Physical Geography .....	0.5 unit.
	Physiology .....	0.5 unit.
Elective† .....		1.5 units.
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Total.....	14	units.

\*Every candidate for the B.S. degree in Home Economics must offer:

Latin .....	3	units.
or		
French.....	}	2 units.
or		
German.....	}	2 units.
English .....		
Mathematics: {	Algebra .....	1.5 units.
	Geometry .....	1 unit.
History .....		2 units.
Science: {	Physical Geography .....	0.5 unit.
	Physiology .....	0.5 unit.
Electives‡ .....	2.5 or 3.5	units.
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Total.....	14	units.

\*For admission after 1915, see page 32.

†The elective unit and a half must be selected from the following: a fourth unit in Latin, a second unit in French or German, a third unit in History; an additional half unit in Physical Geography or Physiology; a unit in Physics, Chemistry, or Botany; a unit in Bible; a half unit in Plane Trigonometry, Solid Geometry, or Advanced Algebra.

‡See required and elective subjects allowed for entrance to the A. B. course.

## Admission to College Classes after 1915

For full admission to the freshman class after 1915 a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer:

English .....	3	units.
Latin .....	}	4 units.
or		
Latin ..... 3 units		
and		
Modern Language ..... 2 units	}	5 units.
Mathematics: { Algebra .....		1.5 units.
{ Geometry .....		1 unit.
Elective* .....	4.5 or 3.5	units.
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Total .....	14	units.

Every candidate for the B.S. degree in Home Economics must offer:

Latin .....	3	units.
or	}	2 units.
French .....		
or		
German .....		
English .....	3	units.
Mathematics: { Algebra .....		1.5 units.
{ Geometry .....		1 unit.
Electives† .....	5.5 or 6.5	units.
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Total .....	14	units.

\*The elective units must be selected from the following: a fourth unit in Latin, a second unit in French or German, a third unit in History; an additional half unit in Physical Geography or Physiology; a unit in Physics, Chemistry, or Botany; a unit in Bible; a half unit in Plane Trigonometry, Solid Geometry, or Advanced Algebra.

†See required and elective subjects allowed for entrance to the A. B. course.

### Conditioned Students

A freshman may be conditioned to the extent of two units. Two slight conditions may be counted as one unit. A slight condition signifies that a student lacks a small part of the preparation in some subject.

Each of the other classmen may have conditions not exceeding three hours.

### Irregular Students

A student who wishes to work for a diploma in Music or Art will be admitted to the College as an irregular student if she is able to offer twelve units. She must offer three units in English and one unit in a modern language. She may be conditioned to the extent of two units; but a condition of not more than one unit is allowed in English. Irregular students are required to take fifteen hours a week.

### Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week, except mature students living in Raleigh.

### Routine of Entrance

Students should report to the office promptly upon arrival for matriculation.

1. *Preliminary Classification.*—All new students must appear before the Classification Committee on the two days before General Registration, for consultation with the com-

mittee upon work taken before coming to this College. For the year 1915-1916 consultations will be held as follows:

September 8, Wednesday, 9 a. m., History and Science;

3 p. m., Latin.

September 9, Thursday, 9 a. m., English and Modern Languages;

3 p. m., Mathematics.

2. *Registration*.—On the day of General Registration the student will appear in person before the Deans and be assigned subjects to be carried during the ensuing semester.

No student may register for less than a semester.

Days for registration: September 10th, 9 a. m., for first semester; Tuesday, January 25th, 9 a. m., for second semester.



## Definition of Entrance Requirements

### LATIN (3 units)\*

#### GRAMMAR.

A thorough knowledge of forms and the principles of syntax, with special emphasis upon relative and conditional sentences, indirect discourse and all uses of the Subjunctive. D'Ooge, *Latin for Beginners* and Allen and Greenough, *Latin Grammar* are recommended.

#### PROSE AND COMPOSITION.

Ability to translate into Latin connected passages of idiomatic English of moderate difficulty based on Cæsar and Cicero. This will require one period a week during each year of preparation. Baker and Inglis, *High School Course in Latin Composition* is recommended.

It is of special importance that practice in writing Latin should be continued throughout the entire period of preparation in connection with the reading of Latin authors.

#### READING.

Bennett, *Cæsar's Gallic War* (four books). Bennett, *Cicero*, six orations, including the four against Catiline.

Training should be given from the beginning in reading Latin aloud according to the Roman method of pronunciation, with careful attention to vowel quantities, and in translating Latin from hearing as well as at sight from the printed page.

Teachers of Latin in preparatory schools are urged to insist upon the use of idiomatic English in translation.

It will require at least three years of careful study to make the needed preparation.

### MODERN LANGUAGES (1 or 2 units)\*

#### FRENCH.

Pupils must be prepared on Part I of Frazer and Squair, *French Grammar* (or its equivalent), and 150-200 pages of simple French reading.

This preparation will require at least one year's work.

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\*Six books of Virgil's *Æneid* may be offered as a fourth unit in Latin. For a description of this Course, see page 55.

## GERMAN.

Pupils taking German must be prepared on Harris, *Lessons in German* (or its equivalent), and 150-200 pages of simple German reading.

This will require at least one year's work.

## ENGLISH (3 units)

## GRAMMAR AND COMPOSITION.

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary-school period. Written exercises may well comprise letter writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

## Literature

The second object is sought by means of two lists of books, headed respectively *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

## A. Reading.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I:

Group I. Classics in Translation: The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*.

The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The *Æneid*.

(The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.)

For any selection from this group a selection from any other group may be substituted.

Group II. Shakspeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*,\* *Macbeth*,\* *Hamlet*.\*

Group III. Prose Fiction: Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney, *Evelina*; Scott's Novels, any one; Jane Austen's Novels, any one; Maria Edgeworth, *Castle Rackrent*, or *The Absentee*; Dickens' Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell, *Cranford*; Kingsley, *Westward Ho*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School Days*; Stevenson, *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*; Cooper's Novels, any one; Poe, *Selected Tales*; Hawthorne, *The House of the*

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\*If not chosen for study under B.

*Seven Gables, or Twice-Told Tales, or Mosses from an Old Manse.*

A collection of Short Stories by various standard writers.

Group IV. Essays, Biography, etc.: Addison and Steele, *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages); Boswell, Selections from the *Life of Johnson* (about 200 pages); Franklin, *Autobiography*; Irving, Selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, Selections from the *Essays of Elia* (about 100 pages); Lockhart, Selections from the *Life of Scott* (about 200 pages); Thackeray, *Lectures on Swift*, Addison, and Steele in the English Humorists; Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, *Madame d'Arblay*; Trevelyan, Selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies*, or Selections (about 150 pages); Dana, *Two Years Before the Mast*; Lincoln, Selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley; together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *An Inland Voyage and Travels with a Donkey*; Huxley, *Autobiography and Selections from Lay Sermons, including the Addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk*.

A collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of Letters by various standard writers.

Group V. Poetry: Palgrave, *Golden Treasury* (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave, *Golden Treasury* (First Series): Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith, *The Traveller* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of English and Scottish Ballads, as, for example, some *Robin Hood Ballads*, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; Scott, *The Lady of the Lake* or *Marmion* (Home and School Library); Macaulay, *The*

*Lays of Ancient Rome, The Battle of Naseby, The Armada, Ivry; Tennyson, The Princess, or Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning, Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve, Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—," Instans Tyrannus; Arnold, Sohrab and Rustum, and The Forsaken Merman; Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.*

### B. Study.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama: Shakspeare, *Julius Cæsar, Macbeth, Hamlet.*

Group II. Poetry: Milton, *L'Allegro, Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur, The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

Group III. Oratory: Burke, *Speech on Conciliation with America*; Macaulay, *Speech on Copyright*, and Lincoln, *Speech at Cooper Union*; Washington, *Farewell Address*, and Webster, *First Bunker Hill Oration.*

Group IV. Essays: Carlyle, *Essay on Burns*, with selections from Burns' Poems; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners.*

N. B.—The four masterpieces selected for careful study should take up the whole time devoted to literature in the eleventh grade. No candidate will be given full credit for the masterpieces if read in a lower grade, or if several other masterpieces are crowded into the same year with these.

**MATHEMATICS (2.5 units)\***

The preparation for the freshman class will require at least two and one-half years of careful study in the high school. This presupposes a thorough knowledge of practical arithmetic.

**ALGEBRA (1.5 UNITS).**

One and one-half years should be spent in this work, with four or five one-hour recitations each week. The fundamental principles of algebra as given in some good high school text-book, should be thoroughly mastered, and facility and accuracy in the manipulation of algebraic expressions should be attained, as well as an understanding of the meanings of the various operations.

*To Quadratics (1 unit).*—The course should occupy not less than one hundred and twenty one-hour recitations, and should cover the four fundamental operations; formulas for multiplication; factoring, including the highest common factor and the lowest common multiple; fractions, including complex fractions and ratio and proportion; simple equations, both numerical and literal, with one or more unknown quantities; problems depending on linear equations; radicals, including evolution of numbers and polynomials; exponents, fractional and negative.

*Quadratics and Beyond ( $\frac{1}{2}$  unit).*—This course should occupy not less than sixty one-hour recitations. Quadratic equations, numerical and literal, with one or more unknown quantities, and problems depending on them, formulas of the *Nth term*, with application; the progressions with application to problems.

**PLANE GEOMETRY (1 UNIT).**

The usual theorems and constructions of some good text-book. The solution of numerous original exercises. Application to the mensuration of plane surfaces.

**HISTORY (2 units)†**

The candidate may offer any two of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

\*Mathematics I will be accepted as an additional unit in mathematics. For a description of this Course, see page 60.

†A third unit from this group will be accepted.

American History, with the elements of Civil Government (1 unit).  
or

Robinson and Breasted, *Outlines of European History*, Part I, from ancient times to the eighteenth century (1 unit).

Robinson and Beard, *Outlines of European History*, Part II, from the eighteenth century to the present day (1 unit).

These new books follow out the recommendation of the Committee of Five of the American Historical Association, and of the Preliminary Report to the National Education Association on History published in the *United States Bulletin of Education* on the *Reorganization of Secondary Education*. Schools are strongly urged to adopt these two books for a two years' course in history.

#### ANCIENT HISTORY.

TEXT-BOOKS.\*—Morey, *Outlines of Ancient History* (American Book Co.); Myers, *Ancient History*, Revised Edition (Ginn); Webster, *Ancient History* (D. C. Heath); West, *Ancient World*, Revised Edition (Allyn and Bacon); Westermann, *The Story of the Ancient Nations* (D. Appleton); Wolfson, *Essentials in Ancient History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; J. S. White, *The Boys and Girls' Herodotus*; Cox, *Tales of Ancient Greece*; Davis, *Readings in Ancient History*; Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Webster, *Readings in Ancient History*; Wheeler, *Alexander the Great*; and Ginn and Co., *Classical Atlas*.

#### MEDIÆVAL AND MODERN HISTORY.

TEXT-BOOKS.\*—Bourne, *Mediæval and Modern History* (Longmans); Harding, *New Mediæval and Modern History* (American Book Co.); Myers, *Mediæval and Modern History*, Revised Edition (Ginn); or an equivalent.

The following books are suggested for a school library for supplementary work: Adams, *Civilization During the Middle Ages*; Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; Dawson, *The Evolution of Modern Germany*; Day, *A His-*

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\*Any one text-book of the group is accepted.

*tory of Commerce*; Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Ogg, *The Governments of Europe*; Robinson, *Readings in European History*, One Volume Edition; Robinson and Beard, *The Development of Modern Europe*, two volumes; Walker, *The Reformation*; and Dow, *Atlas of European History*.

#### ENGLISH HISTORY.

TEXT-BOOKS.\*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (four volumes); Cheyney, *Industrial History of England*; Cheyney, *Readings in English History*; Cross, *A History of England and Greater Britain*; Gardiner, *Student's History of England*; Gibbons, *The Industrial History of England*; Green, *A Short History of the English People*; Hayes, *British Social Problems*; Montague, *Elements of English Constitutional History*; Tout, *A History of Great Britain*; Tuell and Hatch, *Selected Readings in English History*; and Gardiner, *School Atlas of English History*; Low and Pulling, *Dictionary of English History* (Cassell).

#### AMERICAN HISTORY.

TEXT-BOOKS.\*—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History*, Revised Edition (Macmillan); Johnson, *High School History of the United States*, Revised Edition (Holt); Ashley, *American Government*, Revised Edition (Macmillan); Beard, *American Citizenship*; or an equivalent.

The following books are suggested for a school library for supplementary work: *The American Nation* (Harpers, twenty-seven volumes. Get especially volumes 22, 23, 24, 25, which cover the period since 1865); Bassett, *A Short History of the United States*; Coman, *Industrial History of the United States*; Beard, *American Government and Politics*; Dewey, *Financial History of the United States*; *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; Woodrow

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\*Any one text-book of the group is accepted.



Wilson, *A History of the American People* (five volumes); *Statistical Abstract of the United States*; *World Almanac*; Jameson, *Dictionary of United States History*, and McCoun, *Historical Geography of the United States*.

All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work on special topics from fuller accounts in the school library should cover at least four hundred pages more.

The following further exercises are recommended: Reading notes, in outline and abstract; map-drawing; a few written reports on subjects assigned the student.

All such work should be presented by the candidate in the form of a loose-leaf note-book containing all exercises prepared upon any of the four history subjects, written in ink, arranged in the order of their assignment, and certified and approved by the teacher.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); *Revised Report of the Committee of Five* (Macmillan, twenty-five cents); Bourne, *The Teaching of History and Civics* (Longmans); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia) will be found invaluable.

Outline map books for each period and loose-leaf note-books may be obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co., of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Department of Education there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the college.

### SCIENCE (1 unit)\*

#### PHYSIOLOGY AND HYGIENE ( $1\frac{1}{2}$ UNIT).

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

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\*An additional unit and a half in Science will be accepted.

TEXT.—Fitz, *Physiology and Hygiene*, or Martin, *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

PHYSICAL GEOGRAPHY ( $1\frac{1}{2}$  UNIT).

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr, *New Physical Geography*.

PHYSICS\* (1 UNIT).

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note-books.

TEXT.—Coleman, *Elements of Physics*.

BOTANY (1 UNIT).

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relations of plants to other living things. A large part of this information should be gained by laboratory and field work. In order to get full credit the candidate must submit her laboratory note-books.

CHEMISTRY (1 UNIT).

The course should include the general laws and theories of Chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds. The candidate must submit her laboratory note-book which has been certified by her teacher.

BIBLE (1 unit)

I.—Bible Study

Three hours a week running throughout the session to embrace the following work:

1. The Bible Section of the *Normal Manual*—sixteen to twenty lessons. This is to serve as an introduction to the study of the Bible.

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\*Physiology and Hygiene, and Physical Geography are required. A unit in either will be accepted. Physics, Botany or Chemistry may be offered.

## 2. The Old Testament—forty lessons.

(1) McLearn, *Old Testament History*, abridged edition.

(2) Readings in the historical books. These will be assigned by the teacher and will average one chapter for each lesson.

(3) Readings in the Prophets, *Isaiah*, Chapters 5, 6, 53, 60, 61; the following books: *Amos*, *Nahum*, *Haggai*, *Malachi*.

(4) Readings in the poetical books, *Job* 28; *Psalms* 1, 2, 8, 19, 22, 29, 51, 84, 90, 103, 119, 137, 147, 148; *Proverbs* 1, 2, 3, 4, 5, 6, 20, 31; *Ecclesiastes* 11: 9-12: 14.

## 3. The New Testament—forty lessons.

(1) McLearn, *New Testament History*, abridged edition.

(2) Kerr, *Harmony of the Gospels*—the analysis and enough of the text to get a connected view of the life of Jesus from the *New Testament* itself.

(3) *The Acts of the Apostles*.

(4) One from each of the four groups of Paul's Epistles as follows: 1 *Thessalonians*, *Galatians*, *Colossians*, 2 *Timothy*.

(5) The Epistle to the *Hebrews*.

(6) First Epistle of *John*.

## II.—Sunday School Pedagogy

One hour a week throughout the year in the study of the *New Normal Manual*—Divisions I and II. If all the time is not needed, it can be used in the Bible work.

## III.—Mission Study

One hour a week throughout the year. The following books are to be used:

(1) State Missions: L. Johnson, *Christian Statesmanship*.

(2) Home Missions: V. I. Masters, *Baptist Home Missions*.

(3) Foreign Missions: T. B. Ray, *Southern Baptist Foreign Missions*.

*Christian Statesmanship* must be taken, and either one of the others.

## Requirements for Graduation

To be entitled to a degree or diploma the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward a degree or diploma in one school may be counted toward a degree or diploma in another school, provided that the subject may be regularly counted toward a degree or diploma in the school concerned.

Each student is required to take at least fifteen hours of work a week. No student may take more than sixteen hours of class work a week, except by action of the faculty senate. Seniors are not required to take more than the number of hours necessary to obtain their degree.

## Degrees

The degrees conferred are Bachelor of Arts and Bachelor of Science.

### BACHELOR OF ARTS.

To be entitled to the degree of A.B., a student must complete the forty-one hours of prescribed work and, in addition, nineteen hours of elective work. All courses in the freshman and sophomore years are prescribed; seven hours of elective work are offered in the junior year and twelve in the senior.

Work can not be elected from more than five departments. In case work is chosen from the school of Music or Art, each of these schools from which work is taken shall count as one elective department.

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Arts.

## BACHELOR OF SCIENCE.

To be entitled to the degree of B.S., the student must complete the forty-seven hours of prescribed work, and, in addition, thirteen hours of elective work.

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Science.

## DIPLOMA

The College of Arts and Sciences confers one diploma, the Junior College Diploma.

To be entitled to this diploma a student must complete thirty hours of college work. Twenty-seven of these hours must be made up of freshman and sophomore courses prescribed either for the A.B. or the B.S. degree, the remaining three hours may be elected in the Department of Bible.

# **General Regulations for Academic Work**

## **Credits**

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects.

Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy is the passing grade.

## **Reports**

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the ends of the first and third quarters students are notified if they are not making satisfactory grades.

## **Examinations**

Examinations are held at the close of each semester in addition to the tests given during the semester.

During examination, no student, without permission from the instructor in charge, is allowed to consult any book or document, or have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been received from any source.

## **Conditions and Deficiencies**

A student who fails or is deficient in any respect on the work of the first semester will be allowed to pass off the condition the first Monday in April. If she fails at this time, she will be allowed to take another examination either at the time of delinquent examinations the next May or on the Tuesday immediately preceding the opening of the next fall semester.

A student who fails or is deficient in any respect on the work of the second semester will be allowed to pass off the condition on the Tuesday immediately preceding the opening of the fall semester. If she fails at this time, she will be allowed to take another examination at the time of delinquent examinations the next January.

A student who does not pass off a condition at either of the two times appointed for making up semester conditions will be required to repeat the semester's work in which she failed.

No student will be allowed an examination on other dates than those arranged above, until she shall have shown good reason for it and paid to the Bursar one dollar for the Library Fund. In the case of conflict with other college duties or illness, this fee will be remitted.

# Outline of Course for the A.B. Degree

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1* -----	3	(55)	English Composition 1	3	(58)
French 1 -----	3	(56)	Mathematics 1 -----	3	(60)
or			Biology 1 -----	3	(63)
German 1 -----	3	(57)			

## Sophomore Year

Latin 2 -----	3	(55)	English Literature 1	3	(59)
French 2 -----	3	(57)	Mathematics 2 -----	3	(60)
or			History 1 -----	3	(61)
German 2 -----	3	(57)			

## Junior Year

English Composition 2	2	(58)	Ethics	} -----	1½ (67)
Chemistry 1 -----	3	(64)	or		
Psychology -----	1½	(67)	Sociology		
			Electives -----		7

The following courses are offered as Junior Electives:

Latin 3 or 5 -----	3 or 2	(56)	History 6 -----	1	(63)
French 3, or			Natural Science ----		(64)
German 3 -----	3	(58)	Bible 2-7 -----		(66)
English Literature 2-3	3	(59)	Education 1 or 2, 3 --	2 or 3	(68)
Mathematics 3 or 4 --	3	(61)	Art History 1 -----	2	(81)
Astronomy -----	3	(61)	Art Education -----	1	(82)
Home Economics ---	3	(70)	Theoretical Courses		
History 2 or 5 -----	3	(62)	in Music -----		(95)

## Senior Year

Physiology -----	3	(64)	Electives -----	12	
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The electives for the senior year are the junior electives not already taken and the following:

Latin 4-6 -----	1 or 2	(56)	Education 3 -----	2 or 3	(69)
History 3 or 4 -----	3	(62)	Education 4 -----	1	(70)
Philosophy 2 -----	3	(67)	Home Economics ---	3	(71)

\*The figure immediately following the subject refers to the number of course.  
For outline of course, see page indicated.



# Outline of Course for the B.S. Degree in Home Economics

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1	3	(55)	English Composition 1	3	(52)
or			Cooking 1	3	(70)
French 1		(56)	Sewing 1	3	(71)
or					
German 1		(57)			
Biology	3	(63)			

## Sophomore Year

French 2	3		Chemistry 1	3	(64)
or		(57)	History 1	3	(61)
German 2			Cooking 2	2	(71)
English Literature	1	(59)	Sewing 2	1	(72)

## Junior Year

Physics	3	(65)	Home Decoration	1½	(72)
Physiology	3	(64)	*Electives	6	
Household Manage- ment	1½	(72)			

Economics must be elected either the Junior or Senior year. Students who presented three units of Latin for entrance and took no College Latin will be taking their third year of a modern language.

## Senior Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
English Composition 2	2	(58)	Food and Dietetics	3	(71)
Psychology	1½	(67)	†Electives	7	
Philosophy 2 or 3	1½	(67)			

Those offering three units in Latin will be required to take one year of college Latin and two years of a modern language (French or German); or three years of French or German.

\*Freshman or Sophomore A.B. required. Subjects or Junior A.B. electives, not already taken, page 50.

†Junior electives not already taken, or Senior A.B. electives, page 50.

Those offering two years of French or German will continue the subject two years in college and may take two years of the modern language that they do not offer for entrance.

If Latin 1 or Mathematics 1 is offered as an elective for entrance or for advanced standing, the subject must be elected still another year or the student must be examined in it. (See Credits, page 48.)

# Outline for the Junior College Diploma in the A.B. Course

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1 -----	3	(55)	English Composition 1	3	(58)
French 1 -----	3	(56)	Mathematics 1 -----	3	(60)
or			Biology 1 -----	3	(63)
German 1 -----	3	(57)			

## Sophomore Year\*

Latin 2 -----	3	(55)	English Literature 1	3	(59)
French 2 -----	3	(57)	Mathematics 2 -----	3	(60)
or			History 1 -----	3	(61)
German 2 -----	3	(57)			

# Outline for the Junior College Diploma in the B.S. Course in Home Economics

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1 -----		(55)	English Composition 1	3	(58)
or			Cooking 1 -----	3	(70)
French -----	3	(56)	Sewing 1 -----	3	(71)
or					
German -----		(57)			
Biology -----	3	(63)			

## Sophomore Year\*

French 2 -----			Chemistry 1 -----	3	(64)
or			History 1 -----	3	(61)
German 2 -----	3	(57)	Cooking 2 -----	2	(71)
English Literature 1	3	(59)	Sewing 2 -----	1	(72)

\*For any course of the sophomore year three hours of work in the Department of Bible may be substituted.

## Schedule of Recitations

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9.00	French 1 English Comp. 1 (a) History 1 English Lit. 2	English Comp. 2	French 1 English Comp. 1 (a) History 1 English Lit. 2	English Comp. 2	French 1 English Comp. 1 (a) History 1 English Lit. 2
10.00	English Comp. 1 (b) Mathematics 1 (a) Latin 2 History 4	Biology 1 Education 2	English Comp. 1 (b) Mathematics 1 (a) Latin 2 History 4	Biology 1 Education 2	English Comp. 1 (b) Mathematics 1 (a) Latin 2 History 2
11.00	French 2 Physiology	Mathematics 2 Physics Education 3	Mathematics 2 Physiology	French 2 Physics Education 3	Mathematics 2 Physiology Physics (Lab.)
12.00	Latin 1 German 2 Psychology	French 2 Latin 4 History 2	Latin 1 German 2 Psychology	Latin 1 History 2	Latin 1 German 2 Psychology Physics (Lab.)
1.30	English Comp. 1 (c) Mathematics 1 (b) German 1 English Lit. 1 (a) Geology	Chemistry 1 English Lit. 1 (b)	English Comp. 1 (c) Mathematics 1 (b) German 1 English Lit. 1 (a) Geology	Chemistry 1 English Lit. 1 (b)	English Comp. 1 (c) Mathematics 1 (b) German 1 English Lit. 1 (a) Geology
2.30	Biology (Lab. Sec. a) Art History 1	Biology (Lab. Sec. b)	Biology (Lab. Sec. a)	Biology (Lab. Sec. b) Art History 1	

# Courses of Instruction

## I. Latin

HELEN HULL LAW, *Professor.*

### 1. Virgil; Latin Prose Composition.

Required of freshmen.

#### a. Virgil.

Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Fairclough-Brown, Greenough and Kittredge, *Æneid*. Translation at sight; Latin hexameter; Virgil's life and works. Stress is laid not only upon construction, and the use of good English in translation, but also upon appreciation of the author read.

#### b. Latin Prose Composition.

One hour a week for a year. Friday, 12.

Baker and Inglis, *High School Course in Latin Composition*, Part III. Allen and Greenough, *Latin Grammar*.

### 2. Livy; Horace; Latin Prose Composition.

Required of sophomores. Three hours a week for a year.

#### a. Livy.

Two hours a week for first semester. Thursday and Saturday, 10.

Selections from Books XXI and XXII (Westcott).

#### b. Horace.

Two hours a week for second semester.

Selections from the *Odes and Epodes* (Smith, Shorey-Laing).

History of the Augustan Age; the life and personality of Horace; metres and literary style.

#### c. Latin Prose Composition.

One hour a week for a year. Tuesday, 10.

Prepared and sight exercises.

## \*†Terence; Latin Poets; Cicero.

Open to juniors and seniors. Two hours a week for a year.

TERENCE.—*Phormio* (Elmer); Study of the dramatic metres; Roman theatrical antiquities; Terrence's life; the origin and development of Latin Comedy.

LATIN POETS.—Selections from Ennius, Catullus, Propertius, Tibullus, Ovid, and Martial.

CICERO.—*De Senectute* (Moore); *De Amicitia* (Price). Cicero's views concerning Old Age and Friendship compared with those of modern writers.

## 4. Roman Private Life. Outline History of Latin Literature.

Open to juniors and seniors. Required of students electing course 3 or 5. One hour a week for a year. Wednesday, 12. Lectures and assigned readings.

## \*[5. Tacitus; Horace; Sight Reading from Pliny.

Open to juniors and seniors. Two hours a week for a year.

TACITUS.—*Agricola and Germania* (Gudeman).

PLINY.—*Letters* (Westcott).

HORACE.—*Satires and Epistles* (Rolfe).]

## †6. Latin Prose Composition.

Open to juniors and seniors. One hour a week for a year.

Students who are planning to teach Latin are advised to consult the professor regarding this course.

## II. Modern Languages

SUSAN ELIZABETH YOUNG, *Professor*.

### FRENCH

#### 1. Advanced Grammar; Written Exercises; Translation; Sight Reading; Conversation.

Required of freshmen as alternate of German. Three hours a week for a year. Tuesday, Thursday, Saturday, 9.

\*Latin 3 and 5 are given in alternate years. Latin 5 not given 1915-1916.

†Hour of recitation to be arranged.

TEXTS USED.—Frazer and Squair, *Grammar*, Part II; Dumas, *La Tulipe Noire*; Sand, *La Mare au Diable*; Molière, *Les Precieuses Ridicules*; Racine, *Athalie*.

Other texts in reading are often used instead of those given.

## 2. Prose Composition; Dictation; Translation; Conversation; Sight Reading.

Required of sophomores as alternate of German. Three hours a week for a year. Tuesday, Friday, 11; Wednesday, 12.

TEXTS USED.—Victor Hugo, *Hernani*; Corneille, *Le Cid*; Molière, *Le Misanthrope*; DeMusset, Lamartine, Hugo, *La Triade Française*.

Other texts in reading are often used instead of those given.

## \*[3. Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—Mansion, *French Syntax and Composition*; Molière, *Le Tartuffe*; *Sept Grands Auteurs due XIXe Siècle*; Taine, *Introduction à la Littérature Française*.

The texts in reading will be selected from these and other authors.]

### GERMAN

## 1. Advanced Grammar; Written Exercises; Translation; Sight Reading; Dictation; Conversation.

Required of freshmen as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

TEXTS.—Thomas, *Practical German Grammar*; Von Hillern, *Höher als die Kirche*; Andersen, *Bilderbuch ohne Bilder*; Storm, *Immensee*; Freytag, *Die Journalisten*; Schiller, *Wilhelm Tell*.

Other texts in reading are frequently substituted for the above.

## 2. Composition and Grammar; Conversation; Translation; Sight Reading.

Required of sophomores as alternate of French. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

TEXTS.—Bacon, *Composition*; Goethe, *Hermann und Dorothea*; Jensen, *Die Braune Erica*; Heine, *Die Harzreise*; Zu Pultz, *Vergiss-meinnicht*.

Other texts in reading may be substituted for the above.

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\*French 3 and German 3 are given in alternate years. French 3 not given in 1915-1916.

\*3. Prose Composition; Dictation; Conversation; Translation; Sight Reading.

Open to students who have completed courses 1 and 2, or their equivalent. Three hours a week for a year.

TEXTS.—Bacon, *Composition*; Lessing, *Nathan Der Weise*; Goethe, *Iphigenie*; Freytag, *Soll und Haben*; Lyrics and Ballads.

### III. English

ELIZABETH AVERY COLTON, *Professor*.

KATHERINE CAMPBELL JOHNSON, *Instructor*.

#### ENGLISH COMPOSITION

##### 1. Introductory Course.

Required of freshmen. Three hours a week for a year. Tuesday, Thursday, Saturday, 9, 10, and 1:30.

Miss Johnson.

First semester: Exposition—special stress on structure. (Weekly themes.)

Second semester: Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes.

TEXTS.—Moore, Tompkins, and MacLean, *English Composition for College Women* (MacMillan Company).

Masterpieces studied as models of structure and style: Palmer, *Self-Cultivation in English*; Ruskin, *Crown of Wild Olive*; Stevenson, *Memories and Portraits*.

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond*, or *A Tale of Two Cities*; Palgrave, *Golden Treasury*.

(N. B.—The selection of these masterpieces will depend largely on those presented by the majority of the class for admission. See Entrance Requirements on pages 36-39.)

##### 2. Description, Narration, and Critical Exposition.

Required of juniors. Two hours a week for a year. Wednesday, Friday, 9.

Miss Colton.

First semester: Description and Narration. Stevenson, *Inland Voyage* and *Travels With a Donkey* will be studied to illustrate the

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\*French 3 and German 3 are given in alternate years. French 3 not given in 1915-1916.



theory of description. Daily practice in writing description during first quarter. Analysis of short stories by Hawthorne, Poe, Kipling, and Maupassant, to bring out the theory of the modern short story. Weekly practice in writing short stories during second quarter.

Second semester: Critical Exposition. By the analysis of prose essay style, and by the study of the underlying principles of the criticism of poetry, the drama, and the novel, this course attempts to familiarize the student with the methods of composition in critical exposition. Fortnightly themes, or their equivalent, are required.

## ENGLISH LITERATURE

### 1. Outline History of English Literature.

Required of sophomores. Three hours a week for a year.

Sec. (a) Tuesday, Thursday, Saturday, 1:30.

Sec. (b) Wednesday and Friday, 1:30; the third hour to be arranged.

Miss Colton.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in Greenlaw, *Syllabus of English Literature*. Papers, or written reviews, every four weeks.

The following masterpieces have been selected for careful reading and class discussion: Tinker, *Translations from Old English Poetry*; *Beowulf*; Chaucer, *Prologue*, *Knight's Tale*, and *Nun's Priest's Tale*; *Sir Gawain and the Green Knight*; Malory, *Morte D'Arthur*; old English ballads; *Everyman*; Spenser, *Faerie Queene*, Book I; Sidney, *Apologie for Poetrie*; songs of the sixteenth century dramatist; Bacon, *Essays*; Plutarch, *Lives*—*Pericles*, *Demosthenes*, *Cicero*; six of Shakspeare's plays; Milton, *Paradise Lost*, Books I and II; seventeenth century lyrics; Dryden, *Absalom and Achitophel*; Bunyan, *Pilgrim's Progress*; Pope, *Rape of the Lock*; Swift, *Gulliver's Voyage to Lilliput*; Goldsmith, *She Stoops to Conquer*; selections from nineteenth century poets; and five novels selected from Jane Austen, Thackeray, and George Eliot.

### 2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year.

Tuesday, Thursday, Saturday, 9.

Miss Colton.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays will be read in chronological order; several will be studied closely.

### \*3. English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

Careful study of Wordsworth and Coleridge; Shelley and Keats; Tennyson and Browning; with selections from Byron, Scott, Landor, Arnold, Rossetti, Morris, and Swinburne.

## IV. Mathematics and Astronomy

MARY HASSELTINE VANN, *Professor.*

### MATHEMATICS

#### 1. Algebra and Geometry.

Required of freshmen. Three hours a week for a year.

Tuesday, Thursday, Saturday, 10 and 1:30.

First semester: *Algebra*.—The work begins with the quadratic equation and includes graphic representation of functions, ratio and proportion, the progressions, the binomial theorem, and mathematical induction, convergency and divergency of series.

TEXT.—Fite, *College Algebra*.

Second semester: Solid Geometry complete.

TEXT.—Slaught and Lennes, *Solid Geometry*.

#### 2. Algebra and Trigonometry.

Required of sophomores. Three hours a week for a year.

Wednesday, Thursday, Saturday, 11.

First semester: *Advanced Algebra*.—The subjects treated are: complex numbers, theory of equations, logarithms, limits, undetermined coefficients, permutations, combinations, probability, and determinants.

TEXT.—Reitz and Cranthorne, *College Algebra*.

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\*Hours of recitation to be arranged.

Second semester: *Trigonometry*.—Plane and Spherical. Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Ashton and Marsh, *Plane and Spherical Trigonometry*.

### 3. Analytical Geometry.

Open to students who have completed courses 1 and 2.

Three hours a week for a year.

Courses 3 and 4 are given in alternate years.

Plane and Solid Analytic Geometry supplemented by lectures on related subjects and the history of Mathematics.

TEXT.—Tanner and Allen, *Analytic Geometry*.

### \*4. [Differential and Integral Calculus.

Open to students who have completed course 3. Three hours a week for a year.

Courses 3 and 4 are given in alternate years.

The fundamental principles of Differential and Integral Calculus and their application.

TEXT.—Snyder and Hutchinson, *Differential and Integral Calculus*.]

## ASTRONOMY

### †1. General Astronomy.

Three hours a week for a year. Prerequisite—Mathematics 2.

This is a three-hour course designed to meet the requirements of students who are specializing in general science and nature study, as well as of students who wish to continue the special branches of astronomy and applied mathematics.

Two hours a week are given to lectures on assigned topics. The third hour is given to constellation study, observation, and exercises with atlas and ephemeris.

## V. History

MARY SHANNON SMITH, *Professor*.

### 1. European History.

Required of sophomores. Three hours a week for a year.

Tuesday, Thursday, Saturday, 9.

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\*Not given in 1915-1916.

†Hour of recitation to be arranged.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note-book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

This is a sophomore study and should not be taken until English Composition 1 has been completed.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A syllabus for the History of Western Europe*; McMurry, *How to Study; Current Events; Directions for Written Work in History*.

## 2. English History.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12; Saturday, 10.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

History 2 may be elected either semester, although students are urged to take the full year's work. It will alternate with 5—Principles of Economics.

TEXTS REQUIRED.—Cross, *A History of England and Great Britain*; Trenholme, *An Outline of English History; Current Events; Directions for Written Work in History*.

## 3 and 4. American History.

Open to all seniors. Three hours a week for a year. Tuesday, Thursday, 10, and a third hour at the pleasure of the Professor.

Courses 3 and 4 are usually given in alternate years.

\*3. [American Colonial and United States History to 1829.]

4. History of the United States since 1829.

As the students have unusual opportunities for study and research at the State Library, most of the work of the class is done there.

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\*Not given in 1915-1916.

TEXTS REQUIRED.—Channing, Hart and Turner, *Guide to the Study of American History*, Revised Edition; *Current Events*; *Directions for Written Work in History*.

\*5. [Principles of Economics.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12, and Saturday, 10.

First semester: The rise of modern industry, its expansion in the United States; and the principles of production, exchange, distribution, and consumption.

Second semester: The application of economic principles to such important problems as money, credit, and banking, the tariff, the labor movement, monopolies, railroads, trusts, taxation, and economic reform.

This course will alternate with History 2.

TEXTS REQUIRED.—Seager, *Principles of Economics*; *Outlines of Economics*, University of Chicago Press; *Current Events*; *Directions for Written Work in History*.]

\*6. Contemporary History.

Open to juniors and seniors. One hour a week for a year.

## VI. Natural Science

J. GREGORY BOOMHOUR, *Professor*.

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of Physiology and Hygiene*.

LOUISE COX LANNEAU, *Instructor in Chemistry*.

### 1. General Biology.

Required of freshmen. Three hours a week for a year. Lectures, Wednesday, Friday, 10. Laboratory: Section A, Tuesday, Thursday, 2:30-4:30; Section B, Wednesday, Friday, 2:30-4:30.

Mr. Boomhour.

Each pupil is provided with a compound microscope and dissecting instruments for making a detailed study of typical specimens from each of the principal groups of plants and animals, with reference to their structure, functions and development. The results of

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\*Not given in 1915-1916.

these studies and the principles of relationship and classification are discussed in the lectures.

Field excursions constitute a part of this course. Those taking the course should arrange their other duties so that this field work may be done the first Monday of each month.

Laboratory fee, \$2.

## 2. General Chemistry.

Required of juniors. Three hours a week for a year. Lecture, Wednesday, Friday, 1:30. Four hours of Laboratory work each week.

Miss Lanneau.

This course gives a knowledge of the fundamental principles of Chemistry. The laboratory exercises are devoted to the preparation and the study of the more common inorganic elements and compounds. The lectures include the history of the development of the subject and discussions of the properties of the elements and compounds prepared in the laboratory and a treatment of some of the important theories of Chemistry. Much attention is given to the application of the science to the problems of life.

Laboratory fee, \$5.

TEXT.—Newell, *Descriptive Chemistry*.

## \*3. Organic Chemistry.

Open to students who have completed Chemistry I. The course may be taken so as to count three hours or two hours toward a degree.

Miss Lanneau.

The lectures are taken up with the study of the hydrocarbons and their derivatives, including such substances as are of interest and importance as ether, alcohol, vinegar, glycerine, fats, soaps, sugar, starch, etc. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

## 4. Physiology and Hygiene.

Required of seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

Dr. Dixon Carroll.

TEXT.—Kirk, *Hand Book of Physiology*.

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\*Hour of recitation to be arranged.

## 5. General Physics.

Open to juniors and seniors. Three hours a week. Lectures, Wednesday, Friday, 11. Laboratory, Saturday, 11-1.  
Miss Lanneau.

This course combines laboratory work, classroom demonstrations and lectures, for presenting the most important principles involved in the study of mechanics, sound and light. Special apparatus has been provided for laboratory exercises in this department.

## 6. Geology.

Open to juniors and seniors. Three hours a week. Tuesday, Thursday, Saturday, 1:30.

Mr. Boomhour.

A study of the agencies now in operation modifying the surface of the earth, the structure, rocks and minerals of the earth's crust; the history of the development of the earth-structure and of the organic kingdoms.

The department is provided with a small but representative collection of mineral products of the State and minerals and fossils from other States, and the class has access to the State Museum, which contains a large collection of lithological and mineralogical formations.

TEXT.—LeConte, *Elements of Geology*.

The following additional electives are offered in the department of Natural Science:

Botany; Zoölogy; Analytical Chemistry. Each of these electives may be taken in one semester so as to count two hours toward a degree, or for the year so as to count three hours. Those expecting to elect in this department should consult with the professor on the day of General Registration at the time the Classification Committee first meets.

## VII. Bible and Philosophy

LEMUEL ELMER McMILLAN FREEMAN, *Professor.*

### BIBLE

\*[1. Old Testament History and Life of Christ.

Open to college students who intend to take only one year in Bible and who do not meet the requirements for other Bible courses. Two hours a week for a year.]

†2. Hebrew History and Prophecy.

Intended primarily for sophomores, but open to all classes. Three hours a week for a year.

†3. The Life of Christ.

Three hours a week for the first semester.

†4. The History of the Apostolic Church.

Open to students who have completed course 1 or course 3. Three hours a week for the second semester.

†5. Sunday School Pedagogy.

Open to all college students. One or two hours a week for a year.

Books used are selected from the first six in the Normal Course of the Sunday School Board of the Southern Baptist Convention. There are two divisions of the class. Students may take work in either or in both.

1. Lectures and assigned written work. One hour a week for a year.

2. Written work and examination on assigned books. One hour a week for a year.

†6. Missions.

Open to all college classes. One hour a week for a year.

Assigned reading, lectures, and class discussion. It is intended that this course shall give a good knowledge of mission fields at home and abroad, and also such understanding of mission methods as will fit students for practical service as leaders in mission work and study.

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\*Not given in 1915-1916.

†Hours of recitation to be arranged.



\*7. Bible Doctrines.

Open to all college classes. One hour a week for a year.

This course aims to give such knowledge of Bible doctrines as will help Sunday School teachers and other Christian workers.

**PHILOSOPHY**

1. Psychology.

Required of juniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 12.

†2. [Ethics.

Required of juniors who do not take Sociology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 12. This course will alternate with Sociology. It may be made an elective by students who take Sociology as a required subject.]

3. Sociology.

Required of juniors who do not take Ethics. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 12. This course will alternate with Ethics. It may be made an elective by students who take Ethics as a required subject.

In this course special attention is given to present-day social problems and methods of reform.

**VIII. Education**

MARY SHANNON SMITH, *Professor*.

It is essential that all students who expect to teach should know the principles of their profession; but as most women deal, either directly or indirectly, with education and the training of children, the following courses should be of general value.

†‡[1. History of Education.

Open to juniors and seniors. Two hours a week for a year. Wednesday, Friday, 10.

First semester: History of Education to Modern Times.

A somewhat hurried survey of the educational ideals and practices of the past, with special reference to their influence on the present.

\*Hour of recitation to be arranged.

†Not given in 1915-1916.

‡Students may count a third hour by extra work under supervision of the Professor.

Second semester: History of Education in Modern Times.

A more detailed study of education from the later sixteenth century, with an examination not only of the ideas of the great modern thinkers, but of the changes in the problem following the industrial revolution of the eighteenth century and the rise of democracy in the nineteenth.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note-book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject matter of the paper, emphasis is placed on the best way to get and arrange material.

TEXTS.—Monroe, *History of Education*; Monroe, *Syllabus of the History of Education*.]

## \*†2. Educational Psychology and Child Study.

Open to juniors and seniors. Two hours a week for a year. Wednesday, Friday, 10.

First semester: Educational Psychology.

In this course the principles of psychology that apply to education and teaching are studied in order that they may conform as far as possible to natural laws.

TEXTS.—Thorndike, *Elements of Psychology*; Thorndike, *Principles of Teaching*; collateral reading.

Second semester: The physical, mental and moral development of children.

This subject should have a special interest for all who expect to deal with child-life, whether in the home or school. The work is based on psychology.

TEXT.—Kirkpatrick, *Fundamentals of Child Study*; collateral reading.

There will be lectures, class discussions, and one or two papers.

It is expected that all students will have taken Biology and be taking General Psychology and Ethics.

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\*Courses 1 and 2 are given alternate years. Course 1 not given in 1915-1916.

†Students may count a third hour by extra work under supervision of the Professor.

### \*3. The Principles of Education and School and Classroom Management.

Open to seniors. Two hours a week for a year. Wednesday, Friday, 11.

Except in those cases where the natural ability of the student lies in primary or grade work, it is the common practice for graduates of women's colleges who teach to go into departmental work in high schools, or academies. The emphasis in this course will therefore be placed on that phase of work. The course will also develop the unity of the various periods of education, the general problems of classroom work, and some of the large fundamental questions connected with universal education.

When a student is definitely planning to teach in the grades, it will be helpful to elect the education courses in Art and Public School Music as an aid to the classroom teaching of these subjects in the public schools.

First semester: The Principles of Education.

A study of modern educational theory.

TEXTS.—Bagley, *The Educative Process*; McMurry, *How to Study and Teaching How to Study*; Spencer, *Education*; collateral reading.

Second semester: School and Classroom Management.

The work will include lectures on various problems of school and classroom management and a brief survey of the course of study prescribed by the State for the grades and high schools; preparation of lesson plans; school laws of the State.

Through the kindness of Superintendent Harper and the Raleigh Board of Education the students have the privilege of observing the work of experienced teachers in the various grades of the city schools and in the High School.

TEXTS.—Bagley, *Classroom Management*; Colgrove, *The Teacher and the School*; text-book library; collateral reading.

During the year the class will be expected to study the books prescribed by the State for the Teachers' Reading Circles and to read *North Carolina Education* and *Current Events*. Also these books recommended by the State on Secondary Education: *The North Carolina Handbook for High School Teachers*; one of the following: Brown, *The American High School*; Hart, *The Educational Resources of Village and Rural Communities*; Hollister, *High School Administration*.

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\*Students may count a third hour by extra work under supervision of the Professor. A.B. seniors are strongly advised to elect a third hour in Education 3.

## \*4. [A Study of Secondary Education.

Open to Seniors. One hour a week for a year. Hour of recitation to be arranged.

First semester: A brief history of Secondary Education in England and Germany, and a more detailed study of its development in the United States.

TEXT.—BROWN, *The American High School*; collateral reading.

Second semester: Organization; courses of study; methods of teaching.

Students are expected to have taken Education 1 or 2, or be taking Education 3.

TEXTS.—JOHNSTON, *High School Education*; collateral reading.]

Besides a carefully selected library of modern books on education, the department has also a complete set of the United States Reports from 1867; the Bulletins of the United States Department of Education; a classified list of school reports and courses of study from typical towns, cities, and states throughout the country; a collection of pamphlets and articles on various subjects of current educational discussion and interest; a text-book library; and current educational magazines.

Students have also many educational advantages from the situation of Meredith in Raleigh.

## IX. Home Economics

KATHARINE PARKER, *Professor*.

LAURA WARDEN BAILEY, *Instructor*.

This department offers to young women a scientific training in matters pertaining essentially to the home, and also aims to meet the increasing demand for college-trained teachers of Home Economics for our graded and high schools.

### I. DOMESTIC SCIENCE

#### 1. Cooking.

Required of freshmen in the B.S. course. Open to students in the A.B. course. Two class and two laboratory periods each week for a year.†

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\*Not given in 1915-1916.

†A laboratory period requires two hours.

The course includes a study of the principles of cooking and their application to foods in regard to digestibility, palatability and attractiveness. The laboratory periods are used to study the best methods of cooking and of preparing meals. Each student is required to cook and serve a breakfast and a lunch or supper. Special study is made of the kitchen and dining room.

TEXT.—Farmer, *Boston Cooking School Cook Book*.

References to various books in the library.

## 2. Cooking.

Required of sophomores in the B.S. course. Open to students in the A.B. course. Three laboratory periods a week for a year.\*

Prerequisites: Cooking 1 and Biology 1.

Continuation of the work done in Cooking 1, with more advanced work. Special study is made of the modern methods and principles applied to the subject. Each student is required to cook and serve a lunch and a dinner, and to assist, as special opportunities are offered. Some laboratory periods will be changed to recitation periods at the discretion of the teacher.

## Foods and Dietetics.

Required of seniors in the B.S. course. Open to juniors and seniors in the A.B. course. Three hours a week for a year.

Prerequisites: Cooking 1, Biology 1, Chemistry 1, and Physiology.

First semester: Foods are studied in detail, with special reference to their dietetic value, cost and relation to a balanced ration. Menus are made out for definite prices, and to illustrate dietetic principles.

TEXTS.—Stiles, *Nutritional Physiology*; Rose, *Laboratory Guide for Dietetics*.

Second semester: The menus prepared during the first semester are worked out and criticised. Two special papers are required during the course. One-third of the time will be given to a study of methods, equipment and fields of work open to graduates.

## II. DOMESTIC ARTS

### 1. Sewing.

Required of freshmen in the B.S. course. Two laboratory periods and one class period a week for a year. Four hours of work is required each week outside of class periods. Three hours credit.

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\*A laboratory period requires two hours.

Practice in handwork and machine work; study of textiles, drafting of patterns, and the use of commercial patterns are the subjects making up the work of the year. Students furnish their own materials.

## 2. Sewing.

Required of sophomores in the B.S. course. Two laboratory periods a week for a year.\* Two hours of work each week, outside work.

Advanced sewing, following the work of Sewing 1. Part of the laboratory periods will be used for class work, at the discretion of the teacher. These periods will be used in the study of design. One hour credit.

## III. HOUSEHOLD MANAGEMENT AND DECORATION

### Household Management.

Required of juniors in the B.S. course. Open to juniors and seniors in the A.B. course. Three hours a week for the first semester.

Prerequisites: Biology 1 and Chemistry 1.

This includes a study of the principles of sanitary science; household sanitation; the best methods for the routine of house work; the study of economic principles as applied to the home; conveniences in the home and the division of the income. The work includes lectures, recitations, collateral reading, and frequent visits to stores, etc., to study materials.

### Home Decoration.

Required of juniors in the B.S. course. Open to juniors and seniors in the A.B. course. Three hours a week for the second semester.

The principles of design and decoration as applied to the home; the study of house plans and room plans in their relation to the work carried on in the home; the saving of space, and the development of beauty, harmony and simplicity.

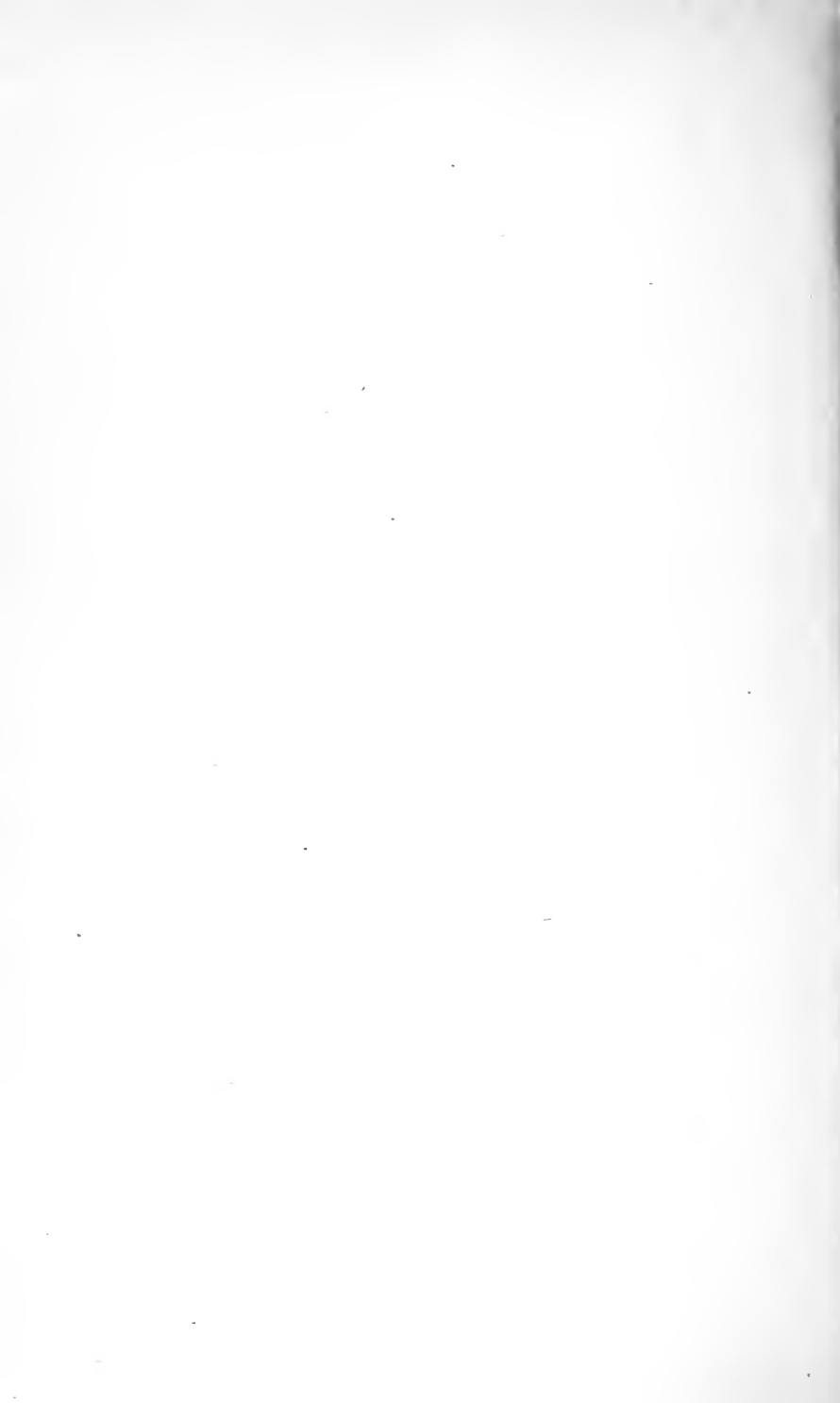
Students are advised to elect a course in Art History before taking this work.

TEXTS.—Daniel, *The Furnishing of a Modest Home*; Quinn, *The Furnishing and Planning of the House*; collateral reading.

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\*A laboratory period requires two hours.







## **School of Art**



## School of Art

IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON.

LUCY WEST LITCHFORD, *Associate Professor of Applied Design.*

STUDENT MEREDITH COLLEGE SCHOOL OF ART; MISS MASON, NEW YORK;  
SPECIAL WORK IN PARIS.

The Art Department is accommodated in a large Studio on the fourth floor of the Main Building. It is furnished with casts and such artistic material as is necessary for the work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction in this school is similar to that adopted by the leading instructors of New York and Philadelphia, and corresponds to the work done by the Academie Julien, Paris. It seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way. A club which meets once in two weeks gives the students an opportunity to know what is being done in the world of art at the present time and is also a pleasant social occasion. An excellent collection of art books and the best art magazines are in the College Library for use in all the work of the department.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

### Art Medal

To encourage originality of thought and expression Miss Fannie E. S. Heck offers a gold medal for the best piece of original work done in Meredith College, either from life or nature, or embodying an ideal conception. Any medium may be used. The merit of the work is passed upon by two competent critics not connected with the school, assisted by the instructor in charge.

If the work does not reach the required standard the medal will be withheld.

### **Admission and Conditions**

The general requirements are the same as for admission to the College.

To enter the School of Art in the regular course leading to graduation in art, the student must have completed twelve units of the Entrance Requirements for the A.B. or B.S. course. (See page 30.) She must offer three units in English. She may be conditioned to the extent of two units, but a condition of not more than one unit will be allowed in English. Two slight conditions may be counted as one unit. A slight condition signifies that a student lacks a small part of the preparation in some subject.

Sophomores, juniors and seniors may be conditioned to the extent of three hours.

### **Requirements for Graduation**

The regular course in the School of Art will cover four years, including two courses in Art History.

Graduation in the school is intended to include a trip to the Northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the course in the School of Art, and who have also completed thirty-two hours of literary work, eight in the Academy and twenty-four in the College, in addition to the twelve units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.

**Outline of Course for Diploma in Art****Freshman Year**

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Freehand drawing in charcoal from geometrical solids, vases, fruits, foliage and flowers-----	--	16	
Color analysis and values-----			
Flat washes in watercolor-----			
Modeling in clay -----			
Perspective in pencil drawings and pastel -----			
*English Composition 1 -----	3	9	(58)
Recommended for Electives:			
French (Academy 4) -----	4	10	(115)
Latin (Academy 4) -----	4	10	(115)
Total hours of work each week		—	
including preparation -----		45	

**Sophomore Year**

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Elementary antique -----	--	18	
Still life painting -----			
Original designing -----			
Outdoor sketching -----			
Perspective -----			
Composition -----			
*English Literature 1 -----	3	9	(59)
Recommended for Electives:			
*French 1 -----	3	9	(56)
*History 1 -----	3	9	(61)
Total hours of work each week		—	
including preparation -----		45	

\*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, he may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

**Junior Year**

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Advanced antique -----	--	21	
Still life painting -----			
Illustration and composition ----			
Advanced modeling -----			
Life drawing -----			
Landscape painting -----			
*Art History 1 -----	2	6	(81)
*Physiology (1st semester) -----	1½	9	(64)
Recommended for Electives:			
*Physiology (2nd semester) -----	1½		
*Free Electives -----	3	9	
Total hours of work each week		—	
including preparation -----		45	

**Senior Year**

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Painting from still life in oil, watercolor and pastel -----	--	21	
Painting from the head and draped life model -----			
Landscape painting in all me- diums -----			
Applied design -----			
Original compositions; normal work -----			
*Art History 2 -----	2	6	(81)
*Electives -----	6	18	
Total hours of work each week		—	
including preparation -----		45	

\*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

## DEPARTMENT OF APPLIED DESIGN

### China Painting

First year: Elements of ornamentation, principles of porcelain decoration, study of technique.

Second year: Enamels, lustres, and application of original designs.  
Associate Professor Litchford.

### ART HISTORY

1. Two hours a week for a year. Required of Art students and elective for the A.B. or B.S. degree. Prerequisite for A.B. or B.S. students, English Composition 1.

In the junior year a general survey of art history will be given, using as a basis Goodyear's *History of Art*.

Parallel reading is required in the following works, to be found in the libraries of the College and of the city. Work upon these texts is supplemented by such illustrative material as is found in the State Museum and afforded by the architecture of the city. Good prints of the best examples of art are used freely.

TEXTS.—Reinach's *Appollo*; Reber's *History of Ancient Art*; Hamlin's *History of Architecture*; Marquand and Frothingham's *History of Architecture*; Rosengarten's *Architectural Styles*; Van Rensselaer's *English Cathedrals*; Gardner's *Handbook of Greek Sculpture*; Bullfinch's *Mythology*; Tarbell's *History of Greek Art*; Vasari's *Lives of the Painters*; Goodyear's *Mediæval Art*; Muther's *History of Modern Art*; Hurl's *Studies of Old Masters*; Goodyear's *Renaissance and Modern Art*; Van Dyke's *History of Painting*; MacFall's *History of Painting*.

2. Two hours a week for a year. Required of Art students.

The course consists of lectures and papers on special subjects and periods.

TEXTS.—Winkelman's *History of Ancient Art*; Lessing's *Laoköon*; Lübke's *History of Art*; Walter's *History of Ancient Pottery*; Strong's *Roman Sculpture*; Lanciani's *Pagan and Christian Rome*; Mau's *Pompeii, Its Life and Art*; Symond's *Renaissance in Italy*; Mrs. Oliphant's *Makers of Florence*; Hoppin's *Great Epochs in Art History*; Caffin's *Story of American Painting*; Birge Harrison's *Landscape Painting*; Ruskin's *Modern Painters*; Browning's Poems.

## Course in Art Education

Two hours a week for a year. Elective for A.B. or B.S. students and as such counts one hour toward a degree.

The following course is offered for those who are expecting to teach in the public schools; for those who wish to know something of the theory and practice of design as related to the home and the trades; and for those who wish to cultivate an appreciation of the principles of beauty as seen in nature and in the fine arts.

Art students may substitute this course for an equivalent part of the work of the senior year.

### OUTLINE OF COURSE

#### FIRST SEMESTER:

1. Composition in line and mass; space arrangement; principles of rhythm, balance, emphasis and unity; Grade work for first and second years, based on the Prang System of Art Education; problems.

2. Theory, relations and harmony of color; color as to hue, value, intensity and luminosity; color applied to interior decoration; Grade work for third and fourth years; problems.

#### SECOND SEMESTER:

3. Water color painting; flowers, fruits and landscape; an elective craft; Grade work for fifth, sixth, and seventh years; problems.

4. Occasional lectures continuing through the year; a study of some historic masterpiece as related to our present-day problems; an elective craft.

5. Problems for high school work.







## **School of Music**



# Faculty of Music School

## ALBERT MILDENBERG,

PUPIL OF RAFAEL JOSEFFY, NEW YORK; JULES MASSENET, CONSERVATOIRE DE PARIS; OTTO HERMAN, ROYAL CONSERVATORY OF BERLIN; LECHETISKY, VIENNA; PUCCINI, MILAN; G. SGAMBATI, ROYAL ST. CAECILIA ACADEMY OF MUSIC, ROME.

DEAN—PROFESSOR OF PIANO AND ORGAN, MUSICAL ANALYSIS.

## HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. MCKINLEY, NEW YORK; COTOGNI, ROME; MME. MATZA VON NIESSON STONE, BERLIN; CLERBOIS, PARIS; VILLANI, MILAN.

PROFESSOR OF VOICE CULTURE.

## MAURICE ARNOLD,

PUPIL OF JACOBSONH; OTTO NEITZEL, COLOGNE, ANTONIN DVORAK, PRAGUE; MAX BRUCH, BERLIN; CONCERT-MASTER, THEODORE THOMAS'S SYMPHONY ORCHESTRA.

PROFESSOR OF VIOLIN, ORCHESTRAL INSTRUMENTS, THEORETICAL WORK.

## HARRIETTE LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; ARTHUR J. HUBBARD, BOSTON; MME. MATZA VON NIESSON STONE, BERLIN.

PROFESSOR OF VOICE CULTURE.

## MARY ELIZABETH FUTRELL,

CERTIFICATE IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; ARTIST'S AND TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC.

PROFESSOR OF PIANO.

## RUBY GENEVIEVE PENNY,

CERTIFICATE IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; PUPIL NEW ENGLAND CONSERVATORY OF MUSIC.

INSTRUCTOR IN PIANO.

## MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL; GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

INSTRUCTOR IN MUSIC PEDAGOGY.

## KAREN ANN ELLINGTON POOLE,

DIPLOMA IN VOICE, MEREDITH COLLEGE SCHOOL OF MUSIC.

INSTRUCTOR IN VOICE.

## **Aim and Equipment**

The school aims at the production of intelligent musicians of liberal culture in the various departments of work.

The school is equipped with thirty-six upright pianos, three grand pianos, one pedal piano, two organs, a victrola and a pianola, making a thorough equipment for teaching technical and artistic proficiency.

## **Admission**

For full admission to the freshman class in the regular Music Course leading to a diploma in Music, a student must have completed twelve units of the Entrance Requirements for the A.B. or B.S. degree. (See page 31.) In addition she must have sufficient musical and technical training to prepare her to pursue successfully the work of the freshman year in the department of the School of Music in which she wishes to enter. (See page 90.) She must offer three units in English and one in a modern language, and when possible, is urged to offer two units in a modern language. When advanced work in modern language is offered for entrance, it cannot be counted toward the work for a diploma, but an equivalent amount of work must be substituted.

Other students may elect Music as one study, but will not be allowed more than two hours practice daily.

Students are graded in Music on entering according to the quality and not the quantity of work done, and will be assigned to teachers according to the grade of work which they are capable of doing. Resident students may not study except with teachers engaged by the College.

## **Conditioned Students**

A freshman may be conditioned to the extent of two units. A condition of not more than one unit will be allowed in

English, and only a slight condition will be allowed in the department in which she majors. Two slight conditions may be counted as one unit. A slight condition signifies that a student lacks a small part of the preparation in some subject.

Sophomores and juniors may have conditions not exceeding three hours, but not more than the equivalent of a half semester's work in technical music will be allowed.

Seniors may have a condition of three hours in their theoretical and literary work. No student may be rated as a senior if conditioned in the department in which she majors; she will be allowed until the end of the first semester to remove such a condition and be admitted to senior standing.

### **Requirements for Graduation**

To be entitled to a diploma from the School of Music, the student must have satisfactorily completed the course in Piano, Organ, Violin, or Voice, the required theoretical and literary courses, the required number of electives (see courses outlined, pages 90-93, for Diploma in Music), and must have given a public recital of standard works (from memory) in a creditable and artistic manner. Graduates in Voice must have attained the grade of sophomore in piano playing.

Each music student is required to take approximately forty-five hours of work a week. This is the equivalent of the number of hours assigned the students in the A.B. and B.S. courses, where it is rated as fifteen hours of recitation and thirty hours of preparation. No student may take more than forty-eight hours of work a week, except by action of the faculty senate. Seniors are not required to take more than the number of hours necessary to obtain their diploma.

If for any reason it is thought wise by the Dean for a student to carry less than the full number of practice hours, her literary work will be increased so as to make her weekly schedule approximate forty-five hours.

**Outline of Course for Diploma in School of Music****Freshman Year**

Subjects	Credit Hours	Total Hours	Page
*Harmony 1 -----	2	6	(95)
*Theory 1 -----	1	3	(96)
*English Composition 1 -----	3	9	(58)
*Modern Language 1 -----	3	9	(56)
Recitals -----		1	(105)
Two half-hour piano lessons each week		1	
††Practice -----		15 to 16	
Total hours for work each week		<hr/>	
including preparation -----		44 to 45	

**Sophomore Year**

Subjects	Credit Hours	Total Hours	Page
*Harmony 2 -----	2	6	(95)
*Music History 1 -----	2	6	(96)
*English Literature 1 -----	3	9	(59)
*Modern Language 2 -----	3	9	(57)
Recitals -----		1	(105)
Two half-hour music lessons per week		1	
††Practice -----		12½ to 16	
Total hours of work each week		<hr/>	
including preparation -----		44½ to 48	

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\*Each hour of recitation is supposed to require two hours of preparation.

†Music students electing work in the college choir may count the time as one of the sixteen weekly practice hours.

††Students majoring in voice practice one to two hours daily; the rest of their practice hours are in piano.



### Junior Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 3 -----	2	6	(95)
*Music History 2 -----	3	9	(97)
*Analysis 1 -----	2	6	(97)
Music Pedagogy 1 -----		1	(98)
†Ensemble Playing -----		$\frac{1}{4}$	(104)
†Interpretation Class -----		$\frac{1}{4}$	(104)
Recitals -----		1	(105)
Two half-hour music lessons per week		1	
‡§Practice -----	20	to 21	
Total hours of work each week including preparation -----		<hr/> 44 $\frac{1}{2}$ to 45 $\frac{1}{2}$	

### Senior Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 4 -----	2	6	(96)
*Music Pedagogy 2 -----	1	3	(98)
*Electives -----	4	12	
†Ensemble Playing -----		$\frac{1}{4}$	(104)
†Interpretation Class -----		$\frac{1}{4}$	(104)
Recitals -----		1	(105)
Two half-hour music lessons per week		1	
‡§Practice -----	20	to 21	
Total hours of work each week including preparation -----		<hr/> 43 $\frac{1}{2}$ to 44 $\frac{1}{2}$	

\*Each hour of recitation is supposed to require two hours of preparation.

†One hour each month.

‡Music students electing work in the college choir may count the time as one of the twenty-one practice hours.

§Students majoring in voice practice one to two hours daily; the rest of their practice hours are in piano.

## Outline of Course for Diploma in Public School Music

### Freshman Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 1 -----	2	6	(95)
*Theory 1 -----	1	3	(96)
*English Composition 1 -----	3	9	(58)
*Modern Language 1 -----	3	9	(56)
Recitals -----		1	(105)
Two half-hour piano lessons each week		1	
††Practice -----		15 to 16	
Total hours of work each week		<hr/>	
including preparation -----		44 to 45	

### Sophomore Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 2 -----	2	6	(95)
*Music History 1 -----	2	6	(96)
*English Literature 1 -----	3	9	(59)
*Modern Language 2 -----	3	9	(57)
Recitals -----		1	(105)
Two half-hour piano lessons each week		1	
††Practice -----		12½ to 16	
Total hours of work each week		<hr/>	
including preparation -----		44½ to 48	

\*Each hour of recitation is supposed to require two hours of preparation.

†Music students electing work in the college choir may count the time as one of the sixteen weekly practice hours.

††Students majoring in voice practice one or two hours daily; the rest of their practice hours are in piano.

### Junior Year

Subject	Credit Hours	Total Hours	Page
*Harmony 3 -----	2	6	(95)
*Music History 2 -----	3	9	(97)
*Methods 1 -----	2	6	(98)
Music Pedagogy 1 -----		1	(98)
*Psychology, 1st semester -----	1½	9	(67)
*Education 2, 2nd semester -----	1½		(68)
†Elective -----	3	9	
Recitals -----		1	(105)
Two half-hour voice lessons per week		1	
‡Practice -----		5 to 6	
Total hours of work each week			
including preparation -----		47 to 48	

### Senior Year

Subjects	Credit Hours	Total Hours	Page
*Methods 2 -----	2	6	(98)
*Music Pedagogy 2 -----	1	3	(98)
*Analysis 1 -----	2	6	(97)
*Education 3 -----	2	6	(69)
*†Electives -----	5	15	
College Choir -----		1	(99)
Recitals -----		1	(105)
Two half-hour voice lessons each week		1	
‡Practice -----		6	
Total hours of work each week		—	
including preparation -----		44	

\*Each hour of recitation is supposed to require two hours of preparation.

†These elective hours may be chosen from the A.B. or B.S. course, subject‡to the approval of the Dean, or another year's work in Piano may be taken.

‡Music students electing work in the college choir may count the time as one of the six practice hours.

## Schedule of Recitations, School of Music

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9.00	French 1 Harmony 1	Music History 1	French 1	Harmony 1	French 1 Music History 1
10.00	English Composition 1 Music History 2	Education 2 Analysis 1	English Composition 1 Music History 2	Education 2 Analysis 1	English Composition 1 Music History 2
11.00	Harmony 3 French 2	Harmony 2 Education 3	Theory 1	French 2 Harmony 3 Education 3	Harmony 2
12.00	Psychology Harmony 1 German 2	Harmony 4 French 2 Music Pedagogy 1	Psychology German 2 Music Pedagogy 2	Harmony 1	Psychology Harmony 4 German 2
1.30	English Literature 1 English Composition 1 German 1 Methods 2	Methods 1	English Literature 1 English Composition 1 German 1	Methods 2	English Literature 1 English Composition 1 German 1 Methods 1
2.30					
3.30			Choir Rehearsal		
5.00		*Ensemble †Interpretation	Recital		

\*The first Wednesday in each month.

†The third Wednesday in each month.

# Theoretical Courses\*

## Harmony

### 1. Introductory Harmony and Sight Singing.

Required of freshmen. Elective for A.B. and B.S. students if followed by Harmony 2. Two hours a week for a year. Tuesdays and Fridays, 9 and 12.

Mr. Arnold.

The course embraces the formation and recognition of major and minor scales, triads, and intervals, and all seventh chords. The harmonization of simple melodies employing simple or primary harmonies.

The course in Sight Singing is conducted according to the approved principles of the Northampton School of Music, beginning with simple melodies and continuing through chromatics.

TEXT.—Tapper, *First Year Harmony*.

### 2. Harmony.

Required of sophomores. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesdays, Saturdays, 11.

Mr. Arnold.

Figured basses and the harmonization of melodies, employing triads, diminished and secondary seventh chords, modulations, etc.

TEXT.—Foote and Spalding, *Modern Harmony*.

### 3. Advanced Harmony.

Required of juniors. Elective for A.B. and B.S. students. Two hours a week for a year. Tuesdays, Fridays, 11.

Mr. Arnold.

Continuation of the harmonization of melodies, employing altered chords, all nonchordal elements, and pedal point. Harmony completed.

TEXT.—Foote and Spalding, *Modern Harmony*.

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\*Maximum credit allowed toward the A.B. or B.S. degree is six hours.

#### 4. Counterpoint.

Required of seniors. Elective for A.B. and B.S. students.

Two hours a week for a year. Wednesdays, Saturdays, 12.

Mr. Arnold.

Counterpoint in the various species of two, three, and four parts.

TEXT.—Goetschius, *Exercises in Counterpoint*.

### Theory

#### 1. Theory.

Required of freshmen. One hour a week for a year. Thursdays, 11.

Mr. Arnold.

History of notation, accent (natural and artificial), rhythm, tempo, embellishments, acoustics, and orchestral instruments are studied in this course.

TEXT.—Elson, *Theory of Music*.

### History of Music

#### 1. History of Music.

Required of sophomores. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesdays, Saturdays, 9.

Mrs. Blalock.

First semester: A history of Music from primitive times to the period of Johann Sebastian Bach.

Second semester: From the work of Bach to the present time.

The last recitation in each month throughout the school year will be devoted to Current Musical History. The work will be based on articles in the leading musical magazines; special criticisms by well known writers; programs and program making from an examination of programs given by the New York, New York Philharmonic, Boston, Philadelphia, Cincinnati, Minneapolis Symphony Orchestras; and the production of new works by the Metropolitan Opera Company.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. This is a sophomore study,

and should not be taken until English Composition 1 has been completed.

TEXTS.—Dickinson, *The Study of the History of Music; Selected Syllabus; Directions for Written Work in History*; collateral reading.

## 2. Advanced History of Music.

Required of juniors. Elective for A.B. and B.S. students. Three hours a week for a year. Tuesdays, Thursdays, Saturdays, 10. Prerequisite, History of Music 1.

Mr. Arnold.

A more detailed and intensive study of music from the work of Johann Sebastian Bach to the present time with the background of political and social history; one of the three hours of the class will occasionally be used for recitals illustrative of the work being covered.

The last recitation in each month, as in the work of the preceding year, will be devoted to Current Musical History, based on the same group of topics.

The method of work is similar to that of History of Music 1, but more advanced.

TEXTS.—Hamilton, *Outlines of Music History; Selected Syllabus; Directions for Written Work in History*; collateral reading.

## Analysis

### 1. Musical Form and Analysis.

Required of juniors. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesdays, Fridays, 10.

Mr. Mildenberg.

This course embraces the analysis of various musical forms: primary, song, rondo, fugue, and sonata; opera, symphony and chamber music. The course also includes all art forms—particularly those bearing directly on or influencing the change in musical forms; the relative positions of the arts of music, sculpture, painting and literature; a complete study of music terminology as applied in foreign languages and their translations into their English equivalents; the Greek drama form as applied to the music drama; the Symphonic Poem, or Tone Poem; study of the dramatic or stage use of music for pure dramatic effects; the influence of the ecclesiastic forms on the development of opera and symphonic music; the Gregorian Chant.

Practice tests in composite writings by students in the simple forms, such as song, rondo, or simple dance forms.

TEXTS.—Goetschius, *Lessons in Music Form*; Henderson, *How Music Developed*; Henderson, *What is Good Music*; Krehbiel, *How to Listen to Music*.

## Music Pedagogy

### 1. Music Pedagogy.

Required of juniors. One hour a week for a year. Wednesdays, 12.

Mrs. Ferrell.

A course of lectures dealing with the principles and methods of piano instruction.

### 2. Music Pedagogy.

Required of seniors. One hour a week for a year. Thursdays, 12.

Mrs. Ferrell.

This course embraces lectures and practice in teaching under the direct supervision of the instructor, giving students immediate opportunity of testing the knowledge gained in the lectures.

## Methods of Public School Music

### 1. Public School Music.

Required of juniors in Public School Music. Elective for A.B. and B.S. students, and as such counts one hour toward a degree. Two hours a week for a year. Wednesdays, Saturdays, 1:30.

Miss Loving.

This course embraces sight-singing, tune principles, rote songs, time principles, chromatics according to the system taught by the Institute of Music Pedagogy of Northampton, Massachusetts.

### 2. Public School Music.

Required of seniors in Public School Music. Elective for A.B. and B.S. students, and as such counts one hour toward a degree. Two hours a week for a year. Tuesday, Friday, 1:30.

Mr. Arnold.



This course embraces a study of the child voice and special problems of the Supervisor. Chorus conducting, practice teaching and suggestions for the formation of school orchestras and choruses.

## **Chorus and Orchestral Training**

### **1. Chorus and Choir Training.**

Open to all students having good singing voices. Required of sophomore, junior, and senior students in voice culture and all regular music students having good singing voices. One hour a week for a year. Thursday, 3:30.

Mr. Mildenberg.

Thursday afternoons are the regular rehearsals of the College choir, composed of fifty-two selected voices. The best sacred music—consisting of hymns, chants, and anthems—is studied. The choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons, and on other public occasions.

### **2. Orchestra Class.**

Open to all students who are sufficiently advanced in playing any orchestral instrument. Two hours a week for a year. Wednesday, 8-10 P. M.

Mr. Mildenberg.

The best ensemble music is studied and a concert is given during the year.

NOTE.—The above courses are elective for A.B. or B.S. students, and as such receive the indicated credit: Harmony 2-4, History of Music 1 and 2, Analysis 1, Orchestral Training 2, and Harmony 1, if followed by Harmony 2. Methods in Public School Music 1 and 2 are elective for A.B. or B.S. students, and each counts one hour toward a degree. The maximum credit allowed toward a degree is six hours.

## Department of Pianoforte

ALBERT MILDENBERG, *Director.*

MARY ELIZABETH FUTRELL, *Professor.*

RUBY GENEVIEVE PENNY, *Instructor.*

### 1. FRESHMAN.

Technical exercises for the development of flexibility and velocity. Practice of scales, chords, arpeggios, and passage work in various rhythms, selected studies in the grade of the following: Czerny, *Op. 229*; Krause, *Trill Studies, Op. 2*; Heller, *Selected Studies*; Bach, *Little Preludes*; *The Little Pischna*; Habervier, *Etudes*; Jensen, *Etudes*; Jackson, *Scales and Chords*.

Easy sonatas and other compositions by standard composers at the discretion of the teacher.

### 2. SOPHOMORE.

Technical exercises requiring a higher degree of velocity and mental and musical control. Practice of scales, chords, arpeggios with various accents and rhythmical treatment.

Doering, *Octave Studies*; Cramer, *Selected Studies*; Bach, *Two and Three-part Inventions*; Czerny, *Op. 740*; Sonatas and other standard compositions of medium difficulty; Pischna, advanced; Lebert and Stark, *Rhythm and Embellishment Studies*.

### 3. JUNIOR.

Special technical exercises for overcoming the difficulties met with in the works of classic and modern composers.

Kullak, *Octave School, Part I*; Clementi, *Gradus Ad Parnassum*, Kleinmichael, *Special Etudes, Op. 50, Books I and II*; Chopin, *Preludes*; Sonatas and Solo works by Beethoven, Schumann, Mendelssohn, and other compositions of merit, character, and excellence by composers of all periods.

### 4. SENIOR.

Advanced technical work continued.

Bach, selections from the *Well-tempered Clavichord*; special Etudes of different composers appropriate to this grade; Chopin, the easier *Etudes*; standard compositions by Beethoven, Mendelssohn, von.

Weber, Tschaikowsky, Brahms, Grieg; Czerny, *Toccata*; Schumann, *Toccata*; Schumann, *Fashingsschwank*; Mendelssohn, *Fugues and Preludes*.

## 5. GRADUATE COURSE.

For those desiring to perfect themselves more fully in the technic and the artistic rendering of the more difficult Etudes of Chopin, Liszt, Henselt, Rubinstein, etc., and the larger and more important works of the entire range of piano literature, with special reference to working up a repertoire for public performance. Wide discretion will be exercised in selecting works to be studied.

Concertos, concert stücke and accompanied works in concerto form; chamber music; piano trios and quartettes.

## Department of Organ

ALBERT MILDENBERG, *Professor*.

All students must complete the freshman year piano before beginning Organ and complete sophomore piano to graduate.

First year: Pedal Scales; Broken Intervals and Arpeggios. Clemmens, *Organ School*, Book I; Whiting, *Pedal Studies for Beginners*, Book II; Smaller pieces in romantic style; Hymn playing; Bach, *Easy Preludes and Fugues*, A minor, G minor, F major, E minor, C minor, C major; *Choral Preludes* from Bach's organ pieces arranged by Dr. S. DeLange.

Second year: Schneider, *Pedal Studies*; Dudley Buck, *Phrasing Studies*; Bach, *Little Preludes and Fugues*; Pieces by Dubois, Lemare, Guilmant and others. Modulation and transposition for church use; Pfizner, *Art of Pedaling*; Nilson, *Special Studies for Pedaling*; Accompanying; Sacred songs; Bach, special works (edited by Widor); Choral Fantasies; Partitas.

Third year: Bach, *Greater Preludes and Fugues*; Sonatas by Guilmant, Rogers, Rheinberger, Mendelssohn. Larger Compositions of Dubois, Lemmens, Buck, Merkel and Saint-Saens; Bach, *The Eighteen Chorales*; Orchestra organ pieces; Improvisation on themes; Transposing; Fugue and canon improvising; the larger sonatas and fugues.

## \*Department of Violin and Stringed Instruments

MAURICE ARNOLD, *Professor.*

### 1. FRESHMAN.

Kaiser, *36 Studies*; Jacques Dont, *20 Progressive Exercises*; Schradieck, *Technical Studies, Book I*, and pieces to suit grade.

### 2. SOPHOMORE.

Mazas, *Studies, Op. 36*; Dont, *Op. 37, 24 Preparatory Exercises to Rode and Kreutzer*; Ries, *Op. 26, 15 Violin Studies*; Hrymali, *Scale Studies*. The easier sonatas and pieces.

### 3. JUNIOR.

Kreutzer, *Forty-two Etudes*; Campagnoli, *Op. 18, 7 Divertissements*; Meertz, *12 Studies for the Bow*; Dancla, *Op. 74*; Easier Beethoven and Mozart Sonatas, and Concertos by Rode, Viotti, and De Beriot.

### 4. SENIOR.

Fiorillo, *36 Etudes*; Rode, *24 Caprices*; Alard, *Op. 16*. Selections from Bach's Sonatas for Violin Solo; Modern Sonatas by Grieg, etc.; Concertos by Bruch, Mendelssohn, Spohr.

### 5. GRADUATE COURSE.

Gavinies, *24 Matinées*; Leonard, *Gymnastique du Violin*; Dont, *Op. 35, Op. 1, 25 Studies*; Modern Concertos by Godard, Molique, Vieuxtemps, Spohr, and Fantasies by Leonard, Wieniawski, Hubay, Wilhelmj; Sonatas by Sjögren, Huber, and the more difficult ones of Beethoven.

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\*Students sufficiently advanced are required to take part in orchestral work.

## Department of Voice Culture

HELEN MARIE DAY, *Professor.*

HARRIETTE LOUISE DAY, *Professor.*

KAREN ANN ELLINGTON POOLE, *Instructor.*

### 1. FRESHMAN.

Development of the chest; breath control and its influence on tone; breathing allied with attack, tone placing and tone formation; resonance; throaty, nasal, and white tones corrected; tremolo eliminated.

STUDIES.—Behnke and Pearce; Concone; Vaccai.

### 2. SOPHOMORE.

Exercises for breath control, tone placing, and tone formation continued. Exercises for the equalization of the registers; staccato tone and attack; sustaining tones and supporting the voice on the breath.

Studies by Concone and Vaccai; Easy songs in English.

### 3. JUNIOR.

Technical preparation; tone coloring; dynamics, the mezzo voce; the portamento; treatment of vowels and consonants; cadenzas, mordents, and trills.

STUDIES.—Concone in Italian; Abt and Marchesi; Songs in English.

### 4. SENIOR.

Flexibility; the broad dramatic, florid, *coleratura* styles; the pure legato; interpretation, style, diction, expression, phrasing, and enunciation; stage presence.

STUDIES.—Italian Anthology of Song; the oratorio arias; excerpts from standard operas; songs from the German, French, Italian, and English schools.

Second, third, and fourth year vocal students in residence are required to become members of the College choir at the option of the Dean.

As graduates in voice must have attained the grade of sophomore in piano playing, voice students will generally also be studying in the piano department. Voice students practice only one to two hours daily, therefore the remainder of their practice hours are in piano.

## **Public School Music**

Owing to the constantly increasing demand for well trained Public School Music Supervisors, Meredith College offers a four years' course in this subject. The entrance requirements are the same as for the regular course in the School of Music. (See page 90.)

The method followed is that of the Institute of Music Pedagogy of Northampton, Massachusetts. The subject matter is first presented, then special tasks are taken up, such as the child voice, monotones, the relation of the supervisor to the grade teacher, the formation of choruses and school orchestras. Public performances, chorus conducting, accompanying, and other problems are discussed.

This course leads to the Diploma in Public School Music. For outline of course, see page 92.

## **Ensemble Playing**

Ensemble playing is one of the most practical and useful experiences a student can have, as it improves the general musicianship, especially along the lines of sight-reading and accompanying. Self-control is cultivated by the necessity for careful listening, for steadiness of rhythm, and for quick adjustment to the artistic needs of the moment. To students who are backward in reading music at sight, this practice is invaluable.

The Ensemble Class will meet the first Monday in each month. The work is required of all juniors and seniors in Piano.

## **Interpretation Class**

As a preparation for recital and concert playing, an Interpretation Class is held once a month under the direction of the Dean. All juniors and seniors are required to attend and to take part in the programs as requested. The meetings are of an informal character, and the students receive the benefit of a wider range than each alone is able to study.

The class will meet the third Wednesday in each month.

### **Students' Recitals**

Students' recitals are held every Thursday at five o'clock. All music students are required to attend and to take part in them when requested to do so by their teachers.

Only graduates and unconditioned seniors may give individual recitals. Those completing merely the work in Piano, Voice, Organ or Violin, but who have not taken the theoretical and literary work outlined in the course of study leading to a diploma in music, may appear in college programs only in groups of three as advanced students.

All students' recitals are under the direction of the Dean, who will arrange the programs with the teachers whose students are to take part in them.

### **Concerts**

The students have frequent opportunities of hearing noted artists in concert, which is of incalculable benefit to those pursuing a musical education. Music students are expected to attend all concerts given under the auspices of the school.

Recitals are given at intervals during the session by the Music Faculty, which are free to all students.

### **Music Supplies**

Music students are expected to deposit a sum of money with the Bursar at the beginning of the session, sufficient to pay for sheet music and music supplies used. A ticket will be issued for each deposit, and unused coupons will be redeemed in full at the end of the session. Advanced students will deposit \$5.00; preparatory students, \$2.50.

## Needs of the College

The standard of college education is advancing so rapidly in the South that it will be necessary for the endowment to be constantly increased if Meredith is to carry out the ideals of its founders. Each year additional library and laboratory equipment makes itself more strongly felt, and higher salaries are demanded by experienced college-trained teachers. Especially will the Department of Home Economics, which was added in September, 1914, increase the expenses of the College in laboratory and faculty equipment.

As Meredith has been rated by educational authorities as coming nearer to the standard set by the Association of Colleges and Secondary Schools of the Southern States than any other college for women in North Carolina, we hope that those interested in the education of women will enable us to increase our equipment so that we may fulfill all the conditions now demanded by standard colleges.

In order to do this, it will be necessary for us to have gifts and bequests providing for:

1. Increase of General Endowment.
2. Endowment of Professorships.
3. Loan Fund.
4. Scholarships.\*
5. New Dormitories.
6. Science Building.
7. Gymnasium.
8. Infirmary Building.
9. Library Building.
10. Music Building.
11. Laundry Building.
12. Larger Grounds.

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\*Income from one thousand dollars at six per cent will endow a tuition scholarship; income from four thousand dollars will endow a scholarship covering all expenses.





# Register of College Students

## A.B. and B.S. Courses

### Senior Class

Adams, Helen, A.B. ....	Newton.
Beasley, Antoinette, A.B. ....	Monroe.
Biggers, Caroline Robinson, A.B. ....	Ridgecrest.
Briggs, Ada Flora, A.B. ....	Suffolk, Va.
Brown, Ethel James, A.B. ....	Long Island.
Chambliss, Laviece Mae Gwin, A.B. ....	Wilson.
Grayson, Alda, A.B. ....	Rutherfordton.
Higgs, Marguerite Annie, A.B. ....	Greenville.
Howard, Valeria Johnson, A.B. ....	Roseboro.
Johnson, Lois, A.B. ....	Thomasville.
Jordan, Susie Spurgeon, A.B. ....	Calvert.
Lamm, Dixie Vance, A.B. ....	Lucama.
Ledbetter, Ida Belle, A.B. ....	Dome.
Lineberry, Martha Bennett, A.B. ....	Colerain.
MacKenzie, Isabel, A.B. ....	Chadbourn.
Marshbanks, Flossie, A.B. ....	Mars Hill.
Mull, Lou Bessie, A.B. ....	Shelby.
Page, Lida Howell, A.B. ....	Nelson.
Pierce, Allie Anne, A.B. ....	Colerain.
Watkins, Louise Taurman, A.B. ....	Goldsboro.

### Junior Class

Brown, Alberta Newton, A.B. ....	Asheville.
Covington, Cornelia Evermond, A.B. ....	Florence, S. C.
Jones, Mary Willard, A.B. ....	Wingate.
Newton, Clara Barton, A.B. ....	Kerr.
Owen, Mary Ruth, A.B. ....	Clarksville, Va.
Parker, Ella, B.S. ....	Mt. Gilead.
Rea, Marjorie Helen, A.B. ....	New Bern.
Royster, Esther Frances, A.B. ....	Henderson.
Thompson, Irene Lillian, A.B. ....	Mt. Airy.
Vann, Dorothy McDowell, B.S. ....	Raleigh.
Wall, Ida Ethel, A.B. ....	Wallburg.
Wall, Martha Christine, A.B. ....	Wallburg.

**Sophomore Class**

Ashcraft, Annie May, A.B.	Monroe.
Bird, Rosella, B. S.	Mt. Olive.
Blanchard, Mildred Sue, A.B.	Fuquay Springs.
Bradsher, Mildred Josephine, B.S.	Roxboro.
Carter, Amy Lee, A.B.	Asheville.
Craig, Annie Elizabeth, A.B.	Monroe.
Dellinger, Cora Edna, A.B.	Fallston.
Dew, Teressa, A.B.	Latta, S. C.
Fowler, Nellie Blake, A.B.	Statesville.
Garvey, Margaret Hilda, B.S.	Wilmington.
Harper, Helen Earle, A. B.	Baltimore, Md.
Higgs, Lelia Shields, A.B.	Greenville.
Holding, Louise Cox, A.B.	Wake Forest.
Johnson, Mary Lynch, A.B.	Raleigh.
Joyner, Nancy Elizabeth, A.B.	Garysburg.
Kent, Anne Olivia, A.B.	Lenoir.
Knott, Sophia Jane, A. B.	Kinston.
Norwood, Oma Ceola, A.B.	Neuse.
Osborne, Mattie Wood, B.S.	Clyde.
Paschal, Nell Adelaide, A.B.	Goldston.
Phillips, Lucile, B.S.	Durham.
Pope, Annie Lee, A.B.	Dunn.
Smith, Ethel, B.S.	Ridgecrest.
Snow, Maisie Frances, B.S.	Crutchfield.
Stanton, Bessie, A.B.	Rowland.
Tabor, Blanche, A.B.	Raleigh.
Vann, Elizabeth Rogers, A.B.	Raleigh.
Williams, Mildred, A.B.	Lumberton.

**Freshman Class**

Alderman, Lucy Agnes, B.S.	Edenton.
Aydlett, Helen Byrd, A.B.	Elizabeth City.
Bailey, Beulah Mae, B.S.	Kenly.
Ball, Earla Ravenscraft, A. B.	Ditchley, Va.
Barnes, Andrew Virginia, A.B.	Barnesville.
Barnes, Bertha, A.B.	Barnesville.
Beasley, Harriet Stewart, B.S.	Monroe.
Biggerstaff, Georgia Jennings, A.B.	Rutherfordton.
Brewer, Ellen Dozier, A.B.	Wake Forest.
Bullard, Eula May, A.B.	Fayetteville.
Bullard, Lena Earnestine, A.B.	Fayetteville.

Bunch, Abseilla Albania, A.B. ....	Edenton.
Campbell, Viola Allen, B.S. ....	Statesville.
Carpenter, Nora Lillian, B.S. ....	Durham.
Clement, Irene Gladys, B.S. ....	Mocksville.
Cooper, Mabel Graves, B.S. ....	Asheville.
Current, Jeannette Lamina, A.B. ....	Woodleaf.
Davis, Mary Elizabeth, A.B. ....	Mars Hill.
Dover, Lila Elizabeth, B.S. ....	Shelby.
Draughan, Alexandra Jane, A.B. ....	Dunn.
Edmundson, Elinor Bryan, B.S. ....	Goldsboro.
Edwards, Sara Edna, B.S. ....	Raleigh.
Elliott, Esther Hedgines, B.S. ....	Tyner.
English, Ethel, A.B. ....	Mars Hill.
Haislip, Lillian Elsom, A.B. ....	Church View, Va.
Hamilton, Katherine Eunice, A.B. ....	Jonesboro.
Hardison, Ethel Grace, A.B. ....	Kenly.
Haynes, French, A.B. ....	Clyde.
Hoover, Shasta Alice, B.S. ....	Crouse.
Horn, Elsie Julia, B.S. ....	Mocksville.
Hurley, Nell Sue, A.B. ....	Biscoe.
Jessup, Katherine Elizabeth, A.B. ....	Baskerville, Va.
Jordan, Annie Siltan, B.S. ....	Calvert.
Josey, Lydia Bruce, B.S. ....	Scotland Neck.
Kitchin, Gertrude Arrington, B.S. ....	Scotland Neck.
Lassiter, Flossie Vernon, A.B. ....	Smithfield.
Livingston, Mary McNeil, B.S. ....	Laurinburg.
Martin, Essie, A.B. ....	Alexander.
Matthews, Katherine, A.B. ....	Maxton.
Maynard, Margaret Lillian, B.S. ....	Apex.
McIntosh, Elma Lula, B.S. ....	Rockingham.
Medlin, Mary Woodward, B.S. ....	Raleigh.
Mercer, Annie Williams, A.B. ....	Rocky Mount.
Miller, Lois, A.B. ....	Kings Mountain.
Mills, Minnie Lewis, A.B. ....	Wake Forest.
Moore, Annie Belle, B.S. ....	Lenoir.
Mullen, Irene Modelle, A.B. ....	Bunn.
Newton, Ruth Stewart, A.B. ....	Arlington, N. J.
Norwood, Mary Law, A.B. ....	Goldsboro.
Olive, Grace Carlton, A.B. ....	Apex.
Olive, Myra Vivian, A.B. ....	Fayetteville.
Parker, Ethel Mae, A.B. ....	Kings Mountain.
Powell, Emma Cobb, A.B. ....	Blanche.

Reynolds, Lulie Snow Westbrook Virginia, B.S.	Raleigh.
Roberts, Eleanor Katherine, B.S.	Sanford, Fla.
Rogers, Carmen Lou, A.B.	Creedmore.
Sawyer, Cora Della, A.B.	Columbia.
Shaw, Elsie Lillian, A.B.	Winton.
Snider, Mary, B.S.	Durham.
Snyder, Verdie Elizabeth, B.S.	Salisbury.
Stafford, Lillian Grace, A.B.	North Wilkesboro
Stell, Daphene, B.S.	Wakefield.
Stell, Lucile, A.B.	Wakefield.
Townsend, Annie Louise, B.S.	Lumberton.
Upchurch, Mabel, B.S.	Laurenceville, Va.
Upchurch, Margaret, A.B.	Laurenceville, Va.
Whitley, Mary, A.B.	Zebulon.
Wood, Virginia Paschal, A.B.	Holly Springs.

## Special

Upchurch, Maude Lee	Apex.
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## Summary

## SENIORS :

Registered for A.B. Degree	20
Registered for B.S. Degree	0
Total	20

## JUNIORS :

Registered for A.B. Degree	10
Registered for B.S. Degree	2
Total	12

## SOPHOMORES :

Registered for A.B. Degree	21
Registered for B.S. Degree	7
Total	28

## FRESHMEN :

Registered for A.B. Degree	39
Registered for B.S. Degree	29
Total	68

Total registered for A.B. Degree.....	90
Total registered for B.S. Degree.....	38
	<hr/>
Total number college classmen.....	128
Special .....	1

Students from other Schools taking work in the College  
are as follows:

From Art classmen .....	7
From Music classmen .....	44
	<hr/>
From the Academy .....	23
	<hr/>
Total .....	208

# Register of Students

## School of Art

### Graduate

Middleton, Lucy -----Warsaw.  
*Diploma in Art, Meredith College*

### Junior Class

Bradsher, Edna Earle -----Roxboro.  
 Eddins, Lola Vann -----Palmerville.

### Freshman Class

Baucom, Lillian Irene -----Clayton.  
 Bullock, Gladys Lucile -----Rocky Mount.  
 Farrior, Hester Pickett -----Raleigh.  
 Vernon, Carrie Sue -----Burlington.

### Art Only

Ballentine, Lillian Mabel -----Middlesex.  
*A.B., Meredith College*  
 Brasefield, Lucy Mary -----Neuse.  
 McIntosh, Allie -----Rockingham.  
 Maddry, Mrs. Emma Parker -----Raleigh.  
 McGee, Lary Lillian -----Raleigh.  
 Noble, Anne -----Selma.  
 Simpkins, Hallie -----Raleigh.

## Summary

Graduates -----	1
Juniors -----	2
Freshmen -----	4
	<hr/>
Art only -----	7
Students from other Schools electing work in Art Educa- tion as follows:	
From College classmen -----	5
Students from other Schools electing work in Art History, as follows:	
From College classmen -----	22
	<hr/>
Total -----	41

# Register of Students

## School of Music

### Graduates

Johnson, Katherine Campbell, Voice-----Thomasville.  
*Diploma in Voice, Meredith College*

Poole, Karen Ann Ellington, Voice-----Clayton.  
*Diploma in Voice, Meredith College*

### Senior Class

Best, Annalee, Piano -----Warsaw.  
McIntyre, Mildred, Organ and Voice-----Lumberton.  
Williams, Clyde Orma, Voice-----Kenansville.

### Junior Class

Britt, Eunice Stansel, Voice-----Lumberton.  
Campbell, Bessie Pearson, Piano -----Buie's Creek.  
Ferrell, Mary Lois, Piano -----Raleigh.  
Gordan, Corinne Park, Voice -----Baskerville, Va.  
Lane, Eva Maude, Voice -----Auburn.  
Norris, Elia Rand, Public School Music-----Holly Springs.  
Pridgen, Roberta Elizabeth, Piano -----Kinston.  
Pruette, Mary Olivia, Piano -----Charlotte.

### Sophomore Class

Bell, Lorna Helen, Voice-----Wakefield.  
Harris, Roxie Peebles, Piano-----Mapleville.  
Hendren, Mary Elizabeth, Piano-----Chadbourn.  
Hocutt, Naomi, Piano-----Graham.  
McIntosh, Sarah Othella, Public School Music-----Rockingham.  
Miller, Ethel Julia, Piano -----Rowland.  
Neal, Josie, Voice -----Monroe.  
Page, Nellie Ruth, Piano -----Morrisville.  
Parker, Irene Weller, Voice -----Rocky Mount.

### Freshman Class

Barrow, Lena Rogers, Piano -----Raleigh.  
Bennett, Lonnie Pete, Piano-----Lumber Bridge.  
Brown, Diana, Piano -----Rocky Mount.



Cook, Lynwood Adams, Piano	Danville, Va.
Cox, Blanche Bunyon, Piano	Winterville.
Deaton, Mary Ruth, Voice	Troy.
Hamrick, Mildred, Piano	Shelby.
Heinzerling, Amy Anderson, Piano	Statesville.
Holleman, Genevieve, Piano	Elizabeth City.
Howard, Lettie Jean, Piano	Salemburg.
Johnson, Sallie Mae, Piano	Delway.
Lassiter, Mamie Beulah, Piano	George.
McMurry, Margaret Hamrick, Voice	Shelby.
Moore, Nona, Piano	Mars Hill.
Moss, Kathleen Mildred, Voice	Castalia.
Owen, Grace Baldwin, Piano	Mintz.
Padgett, Alma Faye, Piano	Nebo.
Phillips, Josephine Margaret, Piano	Dalton.
Poole, Mary Jessamine, Voice	Raleigh.
Presnell, Elizabeth Day, Piano	Raleigh.
Ray, Dorothy Caroline, Voice	Raleigh.
Rea, Dorothy Annette, Piano	New Bern.
Riddick, Minnie Belle, Voice	Asheville.
Royall, Elizabeth, Piano	Wake Forest.
Stanton, Janie, Piano	Rowland.
Thompson, Theodora, Voice	Raleigh.
Trippe, Ruth, Piano	Rocky Mount.
Walker, Eddie Belle, Voice	Columbia.
Yates, Leonita, Piano	Raleigh.

Irregular

Poteat, Helen Purefoy, Voice	Wake Forest.
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## Students not in Residence Taking College Music Only

Arthur, Gilbert, Cello .....	Raleigh.
Aycock, Louise Rountree, Voice .....	Raleigh.
Ball, Gertrude Laura, Voice .....	Raleigh.
Bedell, Mrs. Jean Whitney, Piano .....	New York, N. Y.
Betts, Vivian Gray, Voice .....	Raleigh.

*A.B., Meredith College.*

Boone, Mrs. Rosa Holloway, Piano .....	Raleigh.
Bost, Mabel Augusta, Voice .....	Birmingham, Ala.

*Cincinnati Conservatory of Music.*

Briggs, Bertha, Piano .....	Raleigh.
Briggs, Everett, Voice .....	Raleigh.
Broughton, Needham Bryant, Voice .....	Raleigh.

*A.B., Wake Forest College.*

Bryant, Grace Lillian, Voice .....	Raleigh.
Buffaloe, Ethel Hicks, Voice .....	Raleigh.
Campbell, May Estelle, Piano .....	Raleigh.
Cooper, Mary Louise, Piano .....	Raleigh.
Dickson, Lois, Piano .....	Wake Forest.
Dowell, Mrs. Horace Kirby, Voice .....	Raleigh.
Egerton, Laura Fisher, Voice .....	Asheville.
Fleming, Mrs. Kate Hays, Organ .....	Raleigh.
Fletcher, Alfred J., Voice .....	Fuquay Springs.
Freeman, Janey Catherine, Piano .....	Middlesex.
Freeman, Lemuel Elmer McMillan, Violin .....	Raleigh.

*A.M., Harvard University.*

Guirkin, Chloe Marie, Voice .....	Raleigh.
Habel, Margaret Royster, Voice .....	Raleigh.
Herndon, Vivian Virginia, Piano .....	New Hill.
Holman, Bertha Belo, Voice .....	Raleigh.
Holloway, Edna Earle, Voice .....	Raleigh.
Horton, Savon Ion, Piano .....	Raleigh.
Hunter, Callie Jackson, Voice .....	Raleigh.
Jeffries, Kate, Voice .....	Goldsboro.
Jones, Lucy Penelope, Piano .....	Raleigh.
Jordan, Robert Allen, Violin .....	Dunn.
Kaplan, Sadie, Piano .....	Raleigh.

Kaufman, Mrs. Musa Ellison, Voice-----Raleigh.  
*Certificate in Voice, Meredith College.*

King, Margie, Voice -----Raleigh.  
 Lanneau, Louise Cox, Voice-----Wake Forest.  
*A.B., Meredith College.*

Llewellyn, Bessie, Voice -----Wilson's Mills.  
 Loving, Juliette, Voice -----Richmond, Va.  
*Diploma in Piano, Meredith College.*

Minor, Eva, Voice-----Durham.  
 Montgomery, Louise Adair, Violin -----Wilson.  
 Olive, Pauline, Organ -----Raleigh.  
 Park, Frances Caroline, Voice-----Raleigh.  
 Parker, Katherine, Voice-----Raleigh.  
*B.S., Simmons College.*

Penny, Ruby Genevieve, Voice-----Garner.  
*New England Conservatory of Music.*

Pope, Margaret Mary, Voice -----Dunn.  
 Ray, Ruth Brickell, Voice-----Raleigh.  
 Reynolds, Julia May, Organ -----Raleigh.  
 Rodwell, James Robert, Piano-----Warrenton.  
 Rogers, Annie Thompson, Piano -----Raleigh.  
 Sawyer, William J., Voice-----Raleigh.  
 Smethurst, Mattie Elizabeth, Piano -----Raleigh.  
 Smith, Elsie Waldron, Piano-----Lee, Mass.  
*A.B., Vassar College, Teacher's Certificate, Teachers'  
 College, Columbia University.*

Smith, Edward Rice, Violin -----Raleigh.  
 Stevens, Mrs. R. S., Organ-----Raleigh.  
 Stringfield, Miriam, Voice -----Mars Hill.  
 Thackston, Roberta Clifton, Piano-----Raleigh.  
 Vann, Mary Hasseltine, Voice-----Aulander.  
*A.B., Cornell University.*

Wiggs, Estelle Thomas, Organ-----Raleigh.  
 Winkler, Mrs. Grace Ball, Voice-----Raleigh.  
 Womble, Alberta Holmes, Piano -----Raleigh.

**Summary****GRADUATES :**

From Department of Voice -----	2
Total -----	2

**SENIORS :**

Registered for Diploma in Piano-----	1
Registered for Diploma in Voice-----	2
Registered for Diploma in Organ-----	1
Total, deducting duplicates -----	3

**JUNIORS :**

Registered for Diploma in Piano-----	4
Registered for Diploma in Voice-----	3
Registered for Diploma in Public School Music----	1
Total -----	8

**SOPHOMORES :**

Registered for Diploma in Piano-----	5
Registered for Diploma in Voice-----	3
Registered for Diploma in Public School Music----	1
Total -----	9

**FRESHMEN :**

Registered for Diploma in Piano -----	21
Registered for Diploma in Voice -----	8
Total -----	29

**Total classmen registered in each Department of Music :**

Piano -----	31
Organ -----	1
Voice -----	18
Public School Music -----	2
Total -----	52
Deducting name counted more than once-----	1
Total classmen in College Music-----	51
Irregular student -----	1

### Summary of Students not in Residence Taking College Music Only

Piano -----	16	
Organ -----	5	
Violin -----	4	
'Cello -----	1	
Voice -----	33	
	<hr/>	
Total -----		59

Students from other Schools taking College Music are as  
follows :

From College classmen -----	9	
From the Academy -----	12	
	<hr/>	21
		<hr/>
Total -----		132

**Summary of Students Taking College Work**

Classmen in College .....	128
Special College .....	1
Students from other Schools taking one or more courses in the College .....	74
	— 203
Classmen in Art .....	7
Art only .....	7
Students from College electing Art Education.....	5
Students from other Schools taking work in Art History....	22
	— 41
Classmen in Music .....	51
Irregulars in Music .....	1
College Music only .....	59
Students from other schools taking work in College Music..	21
	— 132
Total .....	376
Deducting students counted in more than one school.....	122
	—
Total .....	254

**Summary by States**

North Carolina .....	236
Virginia .....	10
South Carolina .....	2
Alabama .....	1
New York .....	1
New Jersey .....	1
Massachusetts .....	1
Maryland .....	1
Florida .....	1
	—
Total .....	254

**MEREDITH ACADEMY**  
**AND**  
**DEPARTMENT OF PREPARATORY**  
**MUSIC**





## Faculty of Meredith Academy

MARY PARKER BROWN, A.B., *Principal*,

VASSAR COLLEGE, A.B.

ENGLISH—MATHEMATICS.

VIVIAN GRAY BETTS, A.B.,

MEREDITH COLLEGE, A.B.

LATIN—FRENCH—HISTORY.

LOUISE COX LANNEAU, A.B.,

MEREDITH COLLEGE, A.B.; STUDENT WAKE FOREST COLLEGE; COLUMBIA UNIVERSITY.

SCIENCE—GERMAN.

## Meredith Academy

It is the desire of the College Faculty and Board of Trustees to cooperate with the high schools and academies throughout the State, to lend them all possible assistance, and to receive their students upon their recommendations. But since a number of schools in North Carolina do not offer the fourteen units for admission to Meredith College, it is sometimes necessary for students to prepare for college in Meredith Academy.

The Academy offers a course covering the last three years of high school work, and has been put in the A class of accredited schools by the State Inspector of High Schools.

### \*Expenses Each Semester

#### Tuition

Second year -----	\$25.00
Third and fourth years-----	30.00

#### Preparatory Department, School of Music:

Piano -----	\$20.00 and	\$25.00
Violin -----	\$20.00 and	25.00

#### Fees

Matriculation fee (applied on semester's bill)-----	\$10.00
Library fee -----	1.00
Lecture fee -----	.75
Gymnasium fee -----	1.00
Medical fee -----	2.50
Piano rent, one hour daily-----	4.50
Piano rent, each additional hour-----	2.25

#### Table Board

Main Building -----	\$60 00
East Building -----	36.00

\*For full statement of payment of fees, etc., see page 26.

**Room Rent**

Main Building—	{ Front rooms and two-girl rooms---	\$17.50
	{ Other rooms in Main Building-----	15.00
Faircloth Hall—	{ Front rooms -----	17.50
	{ Other rooms in Faircloth Hall-----	15.00
Faircloth Hall (to those who board in East Building)--		17.50
East Building -----		12.50
Home Economics Building -----		12.50
South Cottage -----		11.25
North Cottage -----		11.25

The graduating exercises of Meredith Academy are held each year on the Saturday preceding the Commencement week of Meredith College. For 1915-1916 this will be May 20th.

**Outline of Course, Meredith Academy****\*Second Year**

Latin 2 -----	4 hours.	Mathematics 2 -----	4 hours.
English 2 -----	4 hours.	History 2 -----	4 hours.

**Third Year**

Latin 3 -----	4 hours.	Mathematics 3 -----	4 hours.
English 3 -----	4 hours.	History 3 -----	4 hours.

**Fourth Year**

Latin 4 -----	4 hours.	English 4 -----	4 hours.
Modern Language -----	4 hours.	Physics 4 -----	4 hours.

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\*For admission to this class, the first year of high school work or the eighth grade must have been completed.

## Schedule of Recitations

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9.00	Latin 2 English 3 Latin 4	Latin 2	English 3 Latin 4	Latin 2 English 3 Latin 4	Latin 2 English 3 Latin 4
10.00	History 3 German	History 3 German	History 3 German	History 3 German	
11.00	History 2 English 4	History 2 English 4	History 2 English 4	History 2 English 4	English 4
12.00	English 2 Latin 3 Physics	English 2 Latin 3 Physics	English 2 Latin 3	English 2 Physics	Latin 3 Physics (Lab.)
1.30	Mathematics 2 French	Mathematics 2 French	Mathematics 2 French	Mathematics 2 French	Physics (Lab.)
2.30	Mathematics 3	Mathematics 3	Mathematics 3		Mathematics 3

# Courses of Instruction

## I. Latin

### 2. Forms and Simple Sentences.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 9.

Declensions, conjugations, pronunciation, and principles of syntax. Translation and practice in writing simple English into Latin. Reading aloud according to Roman method of pronunciation. Translation from hearing as well as at sight from the printed page.

This course will require one or two years, according to the ability and previous training of the student.

TEXT.—D'Ooge, *Latin for Beginners*.

### 3. Cæsar; Latin Prose Composition.

a. Three hours a week for a year. Tuesday, Wednesday, Thursday, 12.

Bennett, Books I, II, III, IV.

#### b. Latin Prose Composition.

One hour a week for a year. Saturday, 12.

Baker and Inglis, *High School Course in Latin Composition*; Allen and Greenough, *Latin Grammar*.

### \*4. Cicero; Latin Prose Composition.

a. Three hours a week for a year. Tuesday, Thursday, Friday, 9.

Bennett, *Cicero*, six orations.

#### b. Latin Prose Composition.

One hour a week for a year. Saturday, 9.

Baker and Inglis, *High School Course in Latin Composition*; Allen and Greenough, *Latin Grammar*.

## II. Modern Languages

### 4. (a) French—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30.

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\*This class is taught by Professor Law.

TEXTS.—Frazer and Squair, *French Grammar, Part I. La Tache du Petit Pierre. La Mère Michel et son Chat. Bruno, Le Tour de la France par deux Enfants.*

Work done from other texts of same grade will be accepted.

#### 4. (b) German—Reading, Grammar.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10.

TEXTS.—Harris, *Lessons in German. Marchen und Erzählungen. Glück Auf. Storm, Immensee.*

Work done from other texts of same grade will be accepted.

### III. English

#### 2. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 12.

COMPOSITION.—Practice in oral and written composition two times a week. Hanson, *English Composition* (Ginn & Co.) will serve as a review in grammar and in sentence structure, and will suggest definite composition work for pupils. Frequent spelling drills.

LITERATURE.—Irving, *Sketch Book*; Lowell, *Vision of Sir Launfal*; Gaskell, *Cranford*; Shakspeare, *Merchant of Venice*.

#### 3. Composition and Literature.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 9.

COMPOSITION.—Short themes, three times a week, during the first half year. Longer themes, once a week, during the second half year. Brooks and Hubbard, *Composition-Rhetoric*. Frequent spelling drills.

LITERATURE.—Poe, *Poems and Tales*; Tennyson, *Idylls of the King*; George Eliot, *Silas Marner*; Shakspeare, *Merchant of Venice* and *Julius Caesar*.

#### 4. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 11.

COMPOSITION.—Three paragraph-themes alternating with long themes each week throughout the year. Linn, *Essentials of English Composition*.

LITERATURE.—Shakspeare, *Macbeth*; Macaulay, *Life of Johnson*; Burke, *Speech on Conciliation with America*; Emerson, *Essays*; Palgrave, *Golden Treasure*, Book IV.

## IV. Mathematics

### 2. High School Algebra Complete (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30.

TEXT.—Tanner, *Elementary Algebra*.

### 3. Plane Geometry (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 2:30.

TEXT.—Hart and Feldman, *Plane Geometry*.

The entire course is designed to prepare pupils for the freshman class in mathematics, which presupposes a thorough knowledge of the four fundamental operations of algebra, factoring, linear and quadratic equations, and the progressions. Especial emphasis is placed on the correlation of arithmetic, algebra and geometry. Various problems common to the three subjects are introduced and analyzed, also problems showing the relation of geometry to the professions.

## V. History

### \*2. Ancient History to 800 A. D.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 11.

First semester: Oriental Nations, Greece.

Second semester: Rome.

Besides the work in the text-book, there is collateral reading in the library each semester of at least two hundred pages. Notes from this reading are taken in ink in a loose-leaf note-book. Selected outline maps are filled in. The second semester there are occasional special history papers. Written lessons, or tests, are given every few weeks throughout the year.

All of the written work follows the printed *Directions for Written Work in History as used at Meredith College and Meredith Academy*.

TEXTS.—Westermann, *Story of the Ancient Nations*; McKinley, *Outline Atlas of Ancient History*; *Current Events*.

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\*Not to be given 1915-1916, unless a sufficient number of students apply for the course.

## \*3. [(a) English History.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The supplementary work is similar in every way to that of the second year, but more advanced.

The *Directions for Written Work in History* are carefully followed.

TEXTS.—Cheyney, *A Short History of England*; Trenholme, *Outline of English History*; McKinley, *Outline Atlas of English History*; *Current Events*.]

## \*3. (b) American History, with the Elements of Civil Government.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10.

First semester: American Colonial and United States History to 1829.

Second semester: The United States since 1829; Civil Government.

The supplementary work is similar in every way to that of the second year, but more advanced.

The *Directions for Written Work in History* are carefully followed.

TEXTS.—Ashley, *American History*; *An Outline for the Study of American Civil Government in Secondary Schools* (Macmillan); Beard, *American Citizenship*; *American History Syllabus* (D. C. Heath); McKinley, *Outline Atlas of American History*; *Current Events*.

## IV. Natural Science

## 4. Physics (1 unit).

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 12.

One year's work, including the principles of mechanics, heat, electricity, sound and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note books.

TEXT.—Coleman, *Elements of Physics*.

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\*3(a) and 3(b) will usually be given alternate years in order that students who wish may count a third unit towards entrance credit. 3(a) will not be given 1915-1916.



## Faculty of Department of Preparatory Music

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF  
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;  
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

PRINCIPAL—CHILDREN'S CLASSES.

JULIETTE LOVING,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; STUDENT  
NORTHAMPTON INSTITUTE OF MUSIC PEDAGOGY.

INSTRUCTOR IN PIANO.

MABEL AUGUSTA BOST,

PUPIL CINCINNATI CONSERVATORY OF MUSIC; GRADUATE OF  
BURROWS KINDERGARTEN SCHOOL.

INSTRUCTOR IN PIANO.

SARAH LAMBERT BLALOCK,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC.

INSTRUCTOR IN PIANO.



## Preparatory Music Course

This course has been planned with the view of preparing Music students for Meredith College. It has also been adopted by the State Board of Baptist Secondary Schools. One hour of class work is required in each of the four years of Preparatory Music.

### Outline of Class Work

First Year: Written and oral drills in ear training, rhythm, formation of the major scales and triads and minor triads. Transposition.

Second Year: Ear training, rhythm and sight reading continued, transpositions of simple melodies taught by degrees of the scales. Formation of the harmonic minor scales, dominant triads and dominant seventh chords.

Third Year: Ear training, rhythm, sight reading and transposition continued. Formation of secondary chords and diminished seventh chords.

Fourth Year: More advanced work in ear training, rhythm, sight reading and transposition.

TEXTS.—Tapper, *First Lessons in Musical Biography*, and Tapper, *First Year Theory*.

### Outline of Piano Course

First Year: Arm, hand and wrist foundation work, good hand position and finger action combined with wrist and arm training.

Trill exercise, two notes to a count, M. M. 60. All major scales one octave, separate hands, good legato touch, in quarter notes, not to exceed M. M. 80. Arpeggios in major and minor triads, alternating, beginning with left hand, ascending in first position, descending in second position.

Studies suggested: Margaret Martin, *Rhythm Pictures*; Mrs. Virgil, *Melodious Studies*, Book I; Duvernoy, *Op. 176*; Hans Harthan, *Childhood Days*, for reading.

Pieces: Dennee, *Petite Valse*; Gurlitt, *The Fair*; Dutton, *Rain Pitter Patters*.

Second Year: Further development of technical work.

Trill exercise, two notes at M. M. 100. Major and harmonic minor scales two octaves, separate hands, one and two notes M. M. 60. Triads and dominant seventh arpeggios, alternating, not faster than one note M. M. 80.

Studies: Kohler, *Op. 242*; Gurlitt, *Op. 197*.

Pieces: Heller, *L'Avalanche and Curious Story*; Schumann, *Happy Farmer*; Gurlitt, *Wanderer's Song*; Josef Low, *Teacher and Pupil*, for sight reading.

Third year: Further development of technical work.

Trill exercise four notes M. M. 80. Major and minor scales two octaves, separate hands, one, two and four notes M. M. 60, hands together, one note M. M. 60. Triads, alternate hands, dominant and diminished seventh arpeggios, two notes M. M. 60 not alternating. Studies; Kohler, *Op. 50* at moderate speed.

Pieces: Mayer, *Butterflies*; Heller, *Op. 47*; Schumann, *Selections from Album for the Young*; Dennee, *Chase of the Butterflies*.

Sight reading and easy selections.

Fourth Year: Trill exercise four notes M. M. 100. Major and harmonic minor scales four octaves, four notes M. M. 80. A knowledge of melodic minor scales. Arpeggios, one, two and four notes M. M. 60.

Studies: Duvernoy, *Op. 120* (five at speed M. M. 100), Heller, *Op. 47*.

Pieces: Schytte, *Hide and Seek*; Handrock, *Scherzino*; Scharwenka, *Barcarolle*.

Sight reading, D'Ourville, *Piano Duets*.

## Kindergarten Music

In addition to the above course, Meredith offers a special course for young children beginning the study of music. The instruction is given principally in classes, where the various physical, mental and æsthetic music problems are worked out separately, and presented in attractive form.

# Register of Students in Meredith Academy

## Fourth Year

Brooks, Inez Lorraine	-----	Person.
Burns, Mary Blanche	-----	Union.
Byrd, Mayme	-----	Chatham.
Crocker, Estelle Valeria	-----	Cleveland.
Farrell, Mary Lucy	-----	Forsyth.
Fletcher, Mary Belle	-----	Durham.
Gibson, Annie Laurie	-----	Scotland.
Harrell, Lillian Elizabeth	-----	Halifax.
Hunter, Elizabeth Malvina	-----	Wake.
Jones, Addie Garnet	-----	Person.
McMillan, Janie Mae	-----	Scotland.
Page, Alyce	-----	Robeson.
Page, Ona Belle	-----	Durham.
Thomas, Lura	-----	Lee.
Turner, Nina	-----	Cleveland.
Watson, Annie Elizabeth	-----	Cumberland.
White, Carolyn Boothe	-----	Pasquotank.
Williams, Jessie Carol	-----	Wake.

## Third Year

Beckwith, Kate Elma	-----	Chatham.
Bobbitt, Mary Salema	-----	Wake.
Bragg, Pearl Jane	-----	Durham.
Brantley, Elsie Josephine	-----	Nash.
Brown, Susan Effie	-----	Martin.
Gorrell, Mary Virginia	-----	Wake.
Hardy, Mae Frances	-----	Greene.
Huff, Lillian Magnolia	-----	Vance.
Hunt, Gertrude Elizabeth	-----	Greenville, S. C.
Jones, Gertrude Bowling	-----	Granville.
Lowry, Annie May	-----	Wake.
Lowry, Carrie Belle	-----	Wake.
Parks, Telitha Ovida	-----	Vance.
Pegram, Claire Winston	-----	Warren.
Poole, Nannie Lou	-----	Wake.
Royal, Pauline	-----	Sampson.
'mith, Grace Finley	-----	Buncombe.
xy, Minnie Evelyn	-----	Pasquotank.

Walker, Susie Alexander .....	Tyrrell.
Woodley, Annie Estelle .....	Tyrrell.

**Second Year**

Ayers, Bessie Jane .....	Robeson.
Clark, Marjorie Louise .....	Wake.
Coggin, Gertha Thomas .....	Stanley.
Curriu, Tazzie Amanda .....	Vance.
Holleman, Louise .....	Pasquotank.
Hollowell, Sallie .....	Hertford.
Mashburne, Madeline Sandlin .....	McDowell.
Massey, Willie .....	Franklin.
Myatt, Mildred .....	Wake.
Partin, Charity Anne .....	Wake.
Pierce, Mary Garrett .....	Bertie.
Sorrell, Ethel Lettie .....	Wake.
Wright, Margaret Dough .....	Pasquotank.
Young, Amelia Archibald .....	Ripley, Tenn.

**Summary**

Fourth year .....	18
Third year .....	20
Second year .....	14
Total .....	52

Students from other Schools taking work in the Academy  
are as follows:

From College classmen .....	29
From Music classmen .....	9
From Art classmen .....	2
	40
Total .....	92

## Students Not in Residence Taking Preparatory Music Only

### Fourth Year

Cooper, Carrie Rebecca, Piano.....	Raleigh.
Heilig, Margaret Cotton, Piano.....	Raleigh.
Horton, Lillian Myatt, Piano.....	Raleigh.
Norwood, Mary Elizabeth, Piano.....	Raleigh.
Sheets, Ruth Litchford, Piano.....	Raleigh.
Shipman, Josephine, Piano .....	Raleigh.
Strickland, Lois Frances, Piano.....	Raleigh.

### Third Year

Bynum, Frank Hines, Piano.....	Raleigh.
Calvert, Elizabeth Alston, Piano.....	Raleigh.
Holloway, Margaret Frances, Piano .....	Raleigh.
Jenkins, Mildred McKee, Piano .....	Raleigh.
Reaves, Mamie, Piano .....	Raleigh.
Riddick, Anna Ivie Jones, Piano .....	Raleigh.

### Second Year

Calvert, Martha Adeline, Piano.....	Raleigh.
Cross, Elizabeth Murray, Piano .....	Raleigh.
Denton, Vivian Elizabeth, Piano .....	Raleigh.
Dewar, Susan, Piano .....	Raleigh.
Farrior, Mary Frances, Piano.....	Raleigh.
Garvin, Marion Lee, Piano.....	Raleigh.
Grimes, Jane McBee, Piano.....	Raleigh.
Harding, Willian Thomas, Jr., Piano.....	Raleigh.
Harper, Sara Croom, Piano.....	Raleigh.
Hunter, Margaret Eugenia, Piano.....	Raleigh.
Marshall, Ethel Norris, Piano .....	Raleigh.
Massee, Sallie Gynn, Piano .....	Raleigh.
Park, Dorothy, Piano .....	Raleigh.
Parker, Josephine Wait, Piano.....	Raleigh.
Phelps, Irene Elizabeth, Piano.....	Raleigh.
Sales, Evelyn Jackson, Piano .....	Raleigh.
Sales, Ruth Audrey, Piano .....	Raleigh.
Sams, Willie Mae, Piano .....	Raleigh.

**First Year**

Allen, Elizabeth Whitmore, Piano .....	Raleigh.
Allen, Martha Tillery, Piano .....	Raleigh.
Andrews, Augusta Ware Webb Ford, Piano and Violin.....	Raleigh.
Baker, Marguerite, Piano .....	Raleigh.
Birdsong, Annie Elizabeth, Piano.....	Raleigh.
Bowden, Elizabeth, Piano .....	Raleigh.
Broughton, Elizabeth Hunter, Piano.....	Raleigh.
Budd, May, Violin .....	Raleigh.
Cohen, Frederick Joseph, Violin .....	Raleigh.
Flint, Elizabeth Ashe, Piano .....	Raleigh.
Hanson, Dorothy Marion, Piano.....	Raleigh.
Holloway, Eliza Josephine, Piano.....	Raleigh.
Minor, Elizabeth Matear, Piano .....	Raleigh.
Minor, Mary Breckenridge, Piano.....	Raleigh.
Rand, Virginia Arey, Piano .....	Raleigh.
Raney, Margaret Denson, Piano .....	Raleigh.
Raney, Richard Beverly, Piano .....	Raleigh.
Rogers, Mishew Ellen, Piano .....	Raleigh.
Royster, Hubert Ashley, Jr., Piano.....	Raleigh.
Royster, Virginia Page, Piano .....	Raleigh.
Sanderford, Helen Laurinda, Piano.....	Raleigh.
Sears, Swannanoa, Piano .....	Raleigh.
Separk, Mary Elizabeth, Piano .....	Raleigh.
Sherwood, Dorothy, Piano .....	Raleigh.
Thompson, May Alcott, Piano .....	Raleigh.
Tucker, Maragaret Steete, Piano.....	Raleigh.
Ward, John, Jr., Piano.....	Raleigh.
Young, Julia, Piano .....	Raleigh.

**Kindergarten Music**

Birdsong, Margaret Bradley, Piano .....	Raleigh.
Gray, Martha Frances, Piano.....	Raleigh.
Hatch, Lucille Elizabeth, Piano.....	Raleigh.
Murray, Ona Alberta, Piano .....	Raleigh.
Norris, Landrum Ivey, Piano.....	Raleigh.
O'Donnell, Katherine Marie, Piano.....	Raleigh.
O'Donnell, Margaret Mary, Piano .....	Raleigh.
O'Kelley, Mary, Piano .....	Raleigh.
Page, Mary Louise, Piano .....	Raleigh.
Ray, Howard Murphy, Piano .....	Raleigh.
Tant, Claudia, Piano .....	Raleigh.
Wilson, Mary Bertrand, Piano .....	Raleigh.



**Summary**

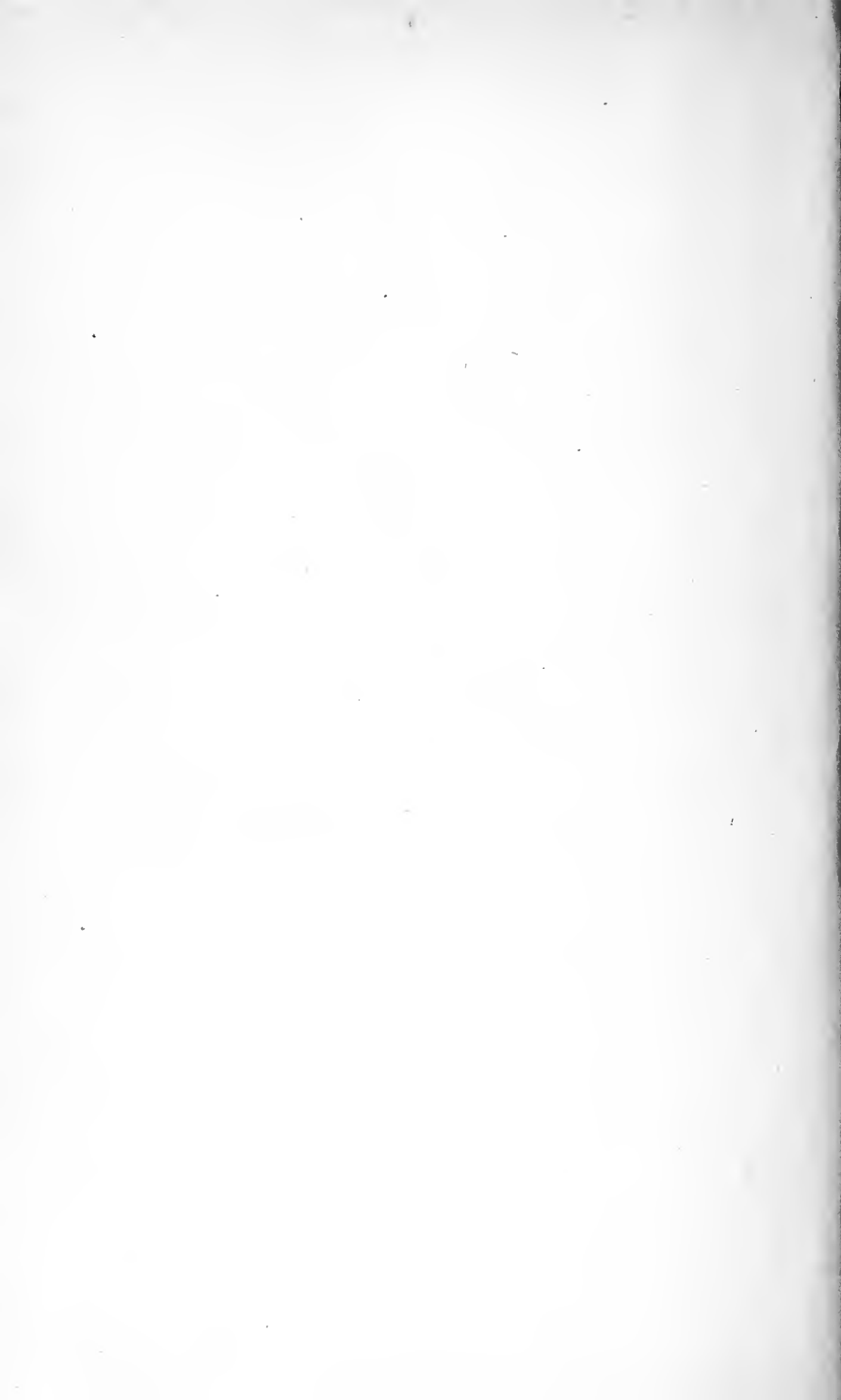
Preparatory Music only .....	60	
Kindergarten Music .....	12	
		<hr/>
Total .....		72
Number of students from other Schools taking work in Preparatory Music :		
From College classmen .....	8	
From the Academy .....	13	
		<hr/>
		21
		<hr/>
Total .....		93
Summary of Students not in Residence Taking Preparatory Music Only :		
Piano .....	70	
Violin .....	3	
		<hr/>
		73
Deducting names counted more than once.....	1	
		<hr/>
		72

**Summary of Students Taking Academy Work or Preparatory Music**

Academy .....	52	
Students from other Schools taking work in the Academy.....	40	
Preparatory Music .....	72	
Students from other Schools taking work in Preparatory Music..	21	
		<hr/>
Total .....		185
Deducting names counted more than once.....	61	
		<hr/>
Total .....		125

**Summary by States**

North Carolina .....	123	
South Carolina .....	1	
Tennessee .....	1	
		<hr/>
Total .....		125







SERIES 8

MAY, 1915

NUMBER 4

# Meredith College

Quarterly Bulletin

1914-1915

COMMENCEMENT NUMBER



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# MEREDITH COLLEGE

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MAY, 1915

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## Society Evening

On Saturday evening, May 22, the commencement of 1915 began as usual with a program given in the college auditorium by the Astrotekton and Philaretian Literary Societies. A processional by each society was followed by the society calls, after which President Vann welcomed the visitors.

Miss Eunice Britt, of the Philaretian Society, sang a solo, and then Miss Lois Johnson, President of the Astrotekton Society, introduced Miss Marguerite Higgs, the winner of the Carter-Upchurch medal, who read her prize paper on "Negro Education in the South." This medal is presented each commencement by Mr. P. A. Carter, of New York, for the best essay written by an Astrotekton during the preceding year.

The Minnie Jackson Bowling medal, presented by Dr. Bowling, of Durham, for the most scholarly essay written by a Philaretian, was won by Miss Laviece Chambliss, who, after being introduced by Miss Mildred MacIntyre, the Philaretian president, read her paper on "The Agents and Influences Which Have Helped to Make Russia a World Power."

The medals were then presented in a very interesting way by Dr. Hight C. Moore, and the program closed with a trio for violin, organ and piano, by Misses Nell Covington, Marguerite Higgs, and Mary Pruette, all of the Astrotekton Society.

The audience, including students and visitors, then repaired to the society halls, where they enjoyed an informal reception.

## Commencement Sunday

Instead of holding the Sunday services in the Tabernacle or in the First Baptist Church, as has been our custom heretofore, the exercises took place this year in the city auditorium. By this means the large audience was comfortably seated, which has not always been the case on previous occasions.

The orchestra, which furnished the music, Miss Hall accompanying on the piano, showed Dean Hagedorn's careful training. The processional was Mendelssohn's Festival March, after which all joined in singing the familiar old hymn, "Oh, Could I Speak the Matchless Word," etc. This was followed by the invocation, and then the choir gave the inspiring anthem from the Creation, "The Heavens Are Telling."

After Dr. O'Kelley had read the scripture lesson for the day and another hymn had been sung, Dr. Vann introduced the preacher, Dr. W. J. McGlothlin, Professor of Church History in the Southern Baptist Theological Seminary at Louisville, Kentucky. The preacher selected for his text, "And I heard the voice of the Lord saying, 'Whom shall I send and who will go for us?' Then said I, 'Here am I, send me.' " Dr. McGlothlin read from the sixth chapter of Isaiah of the wonderful vision which came to the young prophet as he was about to set out on his life's journey. The years of preparation were behind him, the training in the temple, the instruction of his teachers, the authority and counsel of his father, all were past. It was his commencement, the dedication of himself to the service of God. The speaker discussed the different attitudes taken by students toward commencement. To some it was a time of release from restraint and authority. These he characterized as intellectual hayseeds, content to leave the field of culture and bury themselves in a comfortable haystack. Others find it an end, not a commencement. After their training is all over they return to their old haunts, to resume their same old work and follow their same old



habits, and with never a vision leaving the castle of learning to go down in ruins. To these, education and educational processes are but an interlude, not a prelude to greater service. But for Meredith College graduates Dr. McGlothlin had other hopes, and he wished for them a vision in which their education, their college training, would be a promise of joy and gladness, of efficiency and success. Such a vision never comes to the frivolous, the indifferent, those who do not take life seriously. With a realization of the mighty import of the vision comes a sense of personal unworthiness and unfitness. "Woe is me," said Isaiah, "for I am a man of unclean lips." The call to the young prophet came only after his lips had been cleansed by a coal from the altar fire. God's question was, "Whom shall I send and who will go for us?" His selection of a messenger is determined by the willingness of the servant to go. The speaker brought his sermon to an end with a powerful call to service. "Do not ask where or when or how long. There is but one question,—will you go?"

Following our usual custom, the morning service was closed with the singing of the Hallelujah Chorus by the choir, thus repeating the triumphant note of consecration to service emphasized by the speaker.

In the missionary sermon Sunday evening Dr. McGlothlin again laid stress upon the call to service. The scripture was read by Pastor Maddry. The offertory was a quartet, "Dark Was the Night", written by our own Mr. Hagedorn. The text was taken from the experiences of Paul and Silas at Thessalonica, the complaint of the Jews before their rulers, "Those who have turned the world upside down are come hither also." The preacher gave this as the opinion held with regard to missions in the first century, a hostile opinion, but one that contained truth even more profound than those who offered it knew. The mighty force of arms, the glory of battle, has not been more effectual in turning the world upside down than the forces of the Christian religion. In the great European

conflict the world is suffering incalculable loss, in money, in men, in moral and spiritual fibre. Yet, out of it all must come good. Even now a more serious view of life is being taken, a clearer realization of values, a saner attitude in general. With regard to the immediate situation in the homeland, Dr. McGlothlin spoke of the three clefts in the Baptist denomination which must be filled. These clefts are between the country and the city, between the cultured and the uncultured, between the rich and the poor. He appealed to the young women about to go back to their home churches to use their talents and their training in the healing of these breaches, to revolutionize the conditions, and to make them what they ought to be. Then he closed with the text of the morning, "And I heard the voice of the Lord saying, 'Whom shall I send and who will go for us?' Then said I, 'Here am I, send me.' "

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### Class Day Exercises

On Monday morning, May the twenty-fourth, the class day exercises were held. They began with the usual procession of Sophomores, bearing the daisy chain and forming an aisle down which the Seniors marched. The dainty yellow and white dresses worn by the seniors carried out the class colors, and they made a very charming picture against the green background of the tastefully decorated stage. After a song of welcome and a few words of greeting by Miss Isabel MacKenzie, president of the class, the song to the Sophomores and the response were sung. Miss MacKenzie then explained that the class gift usually donated to the college had been appropriated early in the session to the stricken Belgians. Then, after a song of appreciation addressed to the retiring president, Dr. Vann, the main feature of the exercises was given, consisting of brief sketches of the tragic history of the class of 1915. Hard luck had followed this class from the time when, as freshmen, they were required to present fourteen units for entrance, until they graduated during war times. Their va-

rious misfortunes were vividly and humorously portrayed. After the last will and testament and the prophecy had been read, the seniors, singing Alma Mater, again marched through the lines of Sophomores, and concluded the exercises of the morning by planting the class ivy on the campus.

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## Art Exhibit

The studio of the School of Art was opened to the public on Saturday afternoon, and the work of the various classes was examined by a large number of interested friends. While there was no graduate from this department, the work showed that the instructors were teaching, through their compositions, the principles of beauty as seen in balance, harmony and rhythm.

All mediums were used, and the brush work in some of the oil paintings was broad and free, while the water colors were handled with feeling and purity of tone, which promises much for the future.

In the department of China Painting, with Mrs. Lucy West Litchford instructor, the enameled Belleek ware attracted much attention, and showed an appreciation of the best decorative principles.

The course in Art Education, which Miss Poteat introduced this session, is intended to stimulate art appreciation, and make it possible for any student who desires it to learn how to apply the principles of art to the beautifying of homes and the enrichment of individual life. The work of the class was full of interest, and showed free hand drawings, designs for borders, draperies, rugs, books, and the weaving of baskets, and original designs for china painting. Miss Poteat hopes to reach a large circle of girls through this phase of the work.

Misses Edna Bradsher, Vann Eddins, Hallie Simpkins, Carrie Sue Vernon, Hettie Farrior, Lucile Bullock and Lillian Baucom were the young ladies who contributed most largely to the exhibition.

## The Meeting of the Alumnae Association

The annual meeting of the Alumnae Association was held Monday afternoon of commencement week. After the reports of the officers and committees, several topics of great interest were brought up, and some far-reaching steps were taken.

It was decided that the members of each class already graduated should be asked to correspond with the officers of their respective classes and elect a permanent secretary, and that each class in the future should be asked to elect such an officer. In this way it was supposed that each member of the association could be more easily reached, and that more effective work could be done.

Officers for the ensuing year were elected as follows:—Miss Katherine Parker, Raleigh, re-elected President; Miss Mae Grimmer, Cape Charles, Va., Vice President; Miss Bes-sie Lane, Auburn, Corresponding Secretary; Miss Hattie Herring, Kinston, Recording Secretary; Mrs. J. W. Bunn, Raleigh, Treasurer.

Miss Elizabeth Avery Colton made a short talk on "How to Make Meredith a Class A College." Many valuable suggestions were made in this talk and in the discussions which followed.

Each graduate of Meredith who has gone from the college has gone with the blessing of our out-going president, Dr. Vann. We regret giving him up, but realize that he is going to a wider field, and will still be affiliated with Meredith. While regretting that Dr. Vann is leaving us, we rejoice that we are to have Dr. Brewer in his place. The secretary has already written to Dr. Brewer pledging him our loyalty and support.

The alumnae banquet at the Yarborough Hotel, which followed soon after the business meeting, was a very happy occasion. Miss Annie Jones and her co-workers, the committee in charge, had worked faithfully and well, and the two hours spent there could hardly have been passed more pleasantly. Mrs. Bunn made a charming toast-mistress,

and we were specially glad to hear from Mrs. Walter G. Sackett ('04), of Colorado, and Miss Sophie Lanneau ('02), of Soochow, China.

With the singing of "Alma Mater," we closed one of the most delightful events of commencement week.

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## The Annual Concert

As usual, every branch of the work done by the music department at Meredith was represented on the program of the annual concert given on Monday evening. There was a particularly happy arrangement of the numbers, leaving no time for ennui on the part of the audience. A most noticeable feature was the absolute accuracy and ease displayed, especially by the soloists.

There being no seniors in the piano department this year, two of the juniors were selected to play. These young ladies, Miss Bessie Campbell and Miss Mary Ferrell, showed first of all a thorough foundation both technically and musically, and added to that an unusual breadth of interpretation and tone quality, gained under the direction of their teacher, Mr. Albert Mildenberg, the director of piano, and the incoming dean of the music department. The numbers attempted and performed so well were both by the great pianist composer, Chopin. In the polonaise in E flat, Miss Campbell showed her grasp of the meaning of the composition by causing to be felt the despairing, yet strong cry of a devoted citizen for his oppressed country. There was the ring of coquetry, pathos and heroic resignation in the Ballade in A flat as handled so maturely by Miss Ferrell.

Miss Milderd McIntyre, the graduate pupil of organ this year, gave proof of her possibilities as an organist by her able rendering of the brilliant Festival Overture by Flagler.

The solos from the vocal department were given by two of the advanced students, Mrs. Horace Dowell and Miss Margaret Habel. The Waltz Song by Arditì was well chosen to display Miss Habel's technical and interpreta-

tive ability, while Mrs. Dowell was at her best in the selection from Meyerbeer's Robert II Diavolo. A very popular number was the Barcarolle from Offenbach's Tales of Hoffman, most appealingly sung by Miss Katherine Johnson and Mr. Needham Broughton.

The appearance of the Meredith College choir is always most heartily greeted, and their one number was up to their standard of excellent performance. Their selection was the Scene and Prayer from Mascagni's Cavaleria Rusticana, and they were ably assisted by the Orpheus Club and the College Orchestra under the direction of Mr. Hagedorn. The orchestra showed good work both in their separate numbers and in accompaniments.

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### **The Graduating Exercises of the Class of '15**

were held in the college auditorium at 10:30, Tuesday morning, May 25. After the twenty-one graduates, the trustees and faculty had marched in, the audience joined them in singing, "Rejoice, Rejoice, for Jesus Reigns". The invocation by Rev. James Justice, of Argentina, was followed by the singing by the choir of the anthem, "In the Heavenly Love Abiding."

The address of the day was delivered by Dr. Robert Stuart MacArthur, pastor of the First Baptist Church of Baltimore, and president of the Baptist World Alliance. He spoke on the timely subject, "The Empire of the Czar, the Great Bear of the North". He expressed his belief that Russia would in time play an even more important part in international affairs than at present. This is due in part to her great size. By skillful comparisons he impressed his audience with a sense of the greatness of Russia's empire. In population, too, though sparsely settled, it outranks all the European countries, and almost doubles that of the United States. But perhaps the most important fact in Russia's history is the belief of all her people that Russia is chosen by God to rule the world.

Then the speaker sketched vividly and dramatically the important points in Russia's history with special emphasis on the introduction of Christianity and the rule of Ivan "of the red hand and black heart." In conclusion, after describing the assassination of Alexander II, he declared that while he had no sympathy with arbitrary government, he hated anarchy and would fight it as long as he lived.

After the presentation of diplomas and conferring of degrees, President Vann delivered a brief baccalaureate address, which appears on another page.

In accordance with Meredith custom, each member of the graduating class was presented with a Bible. In presenting these Rev. J. J. Taylor, of Brazil, made a few appropriate remarks about the value of this "Book of Books".

Hereupon the exercises were given a new and unscheduled turn, due to President Vann's fifteenth year of service at Meredith and his retirement to take up the position of Corresponding Secretary of the Education Board of the Baptist State Convention. Mr. Wesley N. Jones, the president of the board of trustees, after speaking briefly of the successful session just closing and the prosperous condition of the college, introduced Dr. Dixon-Carroll. On behalf of her colleagues, she presented Dr. Vann with an elegant silver service as a token from the faculty of their personal esteem and their appreciation of his services. Dr. Vann warmly thanked the faculty for their gift, and expressed his appreciation of their faithfulness, efficiency, uniform loyalty, and generous personal kindness. Then at the request of Mr. Jones, Dr. Livingston Johnson spoke in behalf of the trustees, describing the work that Dr. Vann had done, and contrasting the material and intellectual aspects of the college at the beginning and end of his administration. The gain has been remarkable in every way. After President Vann's response, he introduced Dr. Charles E. Brewer, of Wake Forest, as the new president of Meredith.

## Baccalaurete Address, May 25, 1915

I have no mind for farewell sermons, and no thought of inflicting one upon you now. But in view of the new business career upon which you are about to enter, I would venture a few suggestions, very few and simple. I offer them not as an expert in any line, but only as one who has observed how some others have succeeded.

You have been conducting a business of your own in certain lines for the last few years; but now that you are going to change and enlarge your field of operations, you will want to stop and do a little thinking.

First of all, you will want to take stock of what you have on hand to start with. What have you accumulated that you will need in your new venture? In making this inventory, you will doubtless come across several things which you once prized highly, but which you will now have to discard; some because they have become shelfworn and faded, some because they are out of style, and some because they never had any real value. These you will consign to the rag-man or the junk pile. You don't want to cumber your shelves with useless plunder.

Then, you will remember, of course, what many young people and some old ones too sometimes forget, that you are out for trade, and therefore must have customers. For without these some of your most valuable goods will be worthless. Most of what we have derives its value from other people. If there were nobody in the world except Tiffany, all his diamonds would not be worth so much as that many cowpeas. Left to ourselves in this world we should all become comparative paupers. Here, as elsewhere, holds the old rule, "No man liveth to himself"; and one reason why he does not is that he can not.

Having settled this point, you will bethink you that since you must have customers, you must discover the best means for securing and holding them. And you may be surprised to learn that people will not trade with you simply because they like you, nor because you are the



daughter of your parents. With the public, business is business, with hardly a trace of sentiment. They liked your parents, but they are to do business with *you*, and your problem is how to win and hold their trade. One pretty sure means of doing so is to carry what they need. Not what they *want*. They will probably want a good many things that they do not need, but their wants are likely to be fickle. So if you undertake to satisfy all popular caprices, you will have left on your hands a lot of undesirable goods. But there are certain great needs that are fundamental, universal, and abiding; and these you must satisfy. So you will have to study values, and learn to appraise them justly. This will probably prove one of your hardest problems, and it is one to which you must get the answer by yourself. I can't tell you how; and if I could, you would not believe me. This you must learn as you go along, every one for herself. To learn the things that have real and permanent value and be able to offer these things to humanity, this is your task. Blessed is she that can do it. There will always be a place for her.

But when you set up to meet the world's needs, if you would attract and hold your customers, you must always sell what you advertise. You will have to match your samples with your sales. Herein you would do well to follow the example of honest old mother nature. She always delivers the goods promised, and so she never lacks for patrons. Her violets bloom as generously in the meadow as in the garden of kings, and her mocking bird sings as sweetly in the forest as on the church spire. So even the thought of a violet always delights, and the mocking bird never fails to command an audience; his name guarantees his music. The world will tolerate the man who violates this rule of square dealing, provided it does not have to deal with him too often; but twice is too often. And you must learn to trade this way not merely by design, but by nature. You must learn to be good and true only when you resolve to do so, but also in your unconscious moments;

for the moment you become conscious of your goodness you cease to be good. And right along there, do try remember that nothing can ever be commercially, politically, or socially right that is morally and eternally wrong. Thus it will appear that your finest values will be spiritual, and the best of your stock will lie more in what you are than in what you have. Personal goodness will rarely fail to draw and to hold. Nothing warms the heart of the world like the light in a baby's eyes; this is because the baby is innocent. You may have neither silver nor gold, and yet may carry in your soul healing for worn, abortive lives.

You will also find that to secure the largest dividends, you will have to invest heavily. Like "the sower which went forth to sow", if you sow sparingly you shall also reap sparingly. In your business, which is so many-sided, even if you have a mind to nothing but dividends for yourself, remember that these can accrue only from large outlays. There is an old book, which, by the way, I would commend as the business man's guide, and which it might pay to keep on your desk for ready reference; and one of the business maxims set out in that book runs like this: "There is that giveth and yet increaseth; and there is that withholdeth more than its meet, and it tendeth to poverty."

And let us rejoice together in the inspiring thought that as you turn toward the future you will look down ever-broadening, democratic vistas, inviting to fruitful toil and offering equal opportunities.

I put you in mind of these things now before you start, that you may begin right. A wrong beginning generally means long repenting, while well begun is half done. But of all I have said, nothing will avail much if in any line that you may follow you overlook the one basal fact that you are trading on borrowed capital. That is to say, you are, and must continue to be, stewards, and it would be fatal folly to ignore that vital fact. Oh! that you may so conduct your business that when your great Creditor looks over your books at last, he may receive you into his eternal partnership.

## Meredith's Retiring President

BY LIVINGSTON JOHNSON

The doors of Meredith College were opened for the reception of students in the fall of 1899. At the close of the first year, the president having resigned, it became necessary to elect a new president. It was a critical time in the life of the college. The trustees realized the gravity of the situation, and prayed earnestly for divine guidance. The names of a number of men were before them, and they considered long and well the qualifications of every man who had been mentioned.

One of the trustees was Rev. Richard Tilman Vann, D.D., pastor of the Scotland Neck Baptist Church. There was not a member of the board of trustees more deeply interested than he, and, with the others, he was very anxious that no mistake be made in the selection of a president.

Long and earnest consideration was given to the men whose names had been presented, but not being able to agree on any one of them, the name of Dr. Vann was mentioned, and, with singular unanimity, all minds turned to him, as the man best fitted for the important position. He was very reluctant to undertake the work and, like Moses, began to offer excuses. He said he was not a school man, and at this juncture the institution needed a man of experience in school work. His heart was in the pastorate, and he thought it would be a dangerous experiment, both for the college and himself, to turn from the work to which he had consecrated his life to undertake something new and untried. It was especially hard to sever the strong ties that bound him to Scotland Neck, at which place eight of the happiest years of his life had been spent. While he was dearly beloved by all the churches which he had served, nowhere was he held in more tender affection than at Scotland Neck. At last he yielded to the call of his brethren, accepting that as the will of God, and made the sacrifice. In June, 1900, he turned, with an aching heart, from his delightful pastorate, and entered upon his work as president of Meredith College.

Although he thought he did not have the training necessary for his new work, it is clear to all now that he had a preparation that we wot not of which eminently fitted him for the position to which he had been chosen.

It was necessary to bring the institution and the churches into closer touch, and there was no man quite so well fitted for just this work as Dr. Vann. Born and reared in North Carolina and educated at Wake Forest College, he was in thorough sympathy with all the institutions and enterprises of his denomination in the State.

It seems now providential that, in his work as pastor, he was thrown with all classes of people. While attending the Seminary he spent two vacations with A. C. Dixon, a schoolmate, assisting Mr. Dixon's father, Rev. Thomas Dixon, in evangelistic meetings, with country churches, in Cleveland County. This experience with the sturdy old country pastor was valuable training for these young men, each of whom was destined to fill an important place in the world. Dr. Vann's first pastorate was on one of the hardest mission fields in the East, and on that field he did some of the best work of his life. Afterward he filled some of our most important pulpits with notable success. While in the pastorate he was in great demand as supply preacher during vacation. He supplied some of the largest churches, North and South, and made many life-long friends while thus engaged.

All who have ever heard Dr. Vann know that he is a charming preacher and a most engaging platform speaker, and has the power of adapting himself to any sort of congregation. In a fashionable city pulpit or under a brush arbor at a district association, he is equally at home; and is heard by the one congregation with as much pleasure as by the other.

During his six years' pastorate at Wake Forest, he was Secretary of the Education Board. In this double capacity he was the connecting link between the college and the churches. While at home he was in an academic atmosphere, and when visiting the associations he was out among

the people, in whose homes he was always a welcome guest, and the "center of a charmed circle."

What better preparation could he have had for the work to which he was called fifteen years ago? His long and varied experience became at once available as a valuable asset, and he used it, with telling effect, in the interest of Meredith College.

For fifteen years Dr. Vann has guided the destinies of the college with marked ability. When he entered upon the presidency the college property consisted of a half square, upon which stood two buildings. The college now owns almost the entire block upon which these two first buildings stand, and five other buildings have been added to the two. A house and lot has been purchased on another square, making eight buildings in all.

When Dr. Vann began his administration fifteen years ago, there was no endowment, and there was a debt of \$35,000 on the property. The debt has been paid, and an endowment of \$127,431.06 has been accumulated. The value of the plant has increased from \$75,500 to \$289,050.

The first year of Dr. Vann's administration there were 220 students; this year the enrollment reached 383. It should be borne in mind that we have abolished the primary and business departments and the department of expression, causing the loss of 90 students. Had these departments been retained, the enrollment this year would have been at least 475, or more than double the enrollment of fifteen years ago.

Dr. Vann has gathered around him a very strong faculty, and the standard of the college has been steadily raised, until today it stands a year in advance of any other woman's college in the State.

Here are a few figures which give some idea of the progress made: Entrance requirements have been raised from 8.5 units of secondary school in 1908 to 14 units in 1911, so that the 1915 A. B. degree represents approximately a year and a half more work than the earlier degree.

In 1909-10 there were only 84 candidates for the bacca-

laureate degrees, and 170 preparatory and special students. In 1914-15 there were 128 candidates for a degree and only 54 preparatory and special students. The marked decrease in the number of preparatory and special students indicates the great improvement in college atmosphere.

It is with satisfaction, and pardonable pride that the retiring president can look back across the fifteen years of his fruitful and successful administration and see the marvelous growth of the institution to which he has given such faithful service.

At the Baptist State Convention in 1914, an Education Board was established. Again Dr. Vann was a member of a board which was seeking an executive head; and again the choice fell on him. As in the former case he felt, and pleaded, his unfitness; but the members of the board now, like the trustees of Meredith fifteen years ago, believed that he was the best man among us for this new and very important work. Again he yielded to the convictions of his brethren, and accepted the heavy responsibilities which the position imposes.

It is gratifying to the friends of Meredith to know that, in his new and larger field, he will have an important part in the future development of the college, as it is one of the institutions composing the educational system in whose interest the new Board has been created.

Permit me to close this imperfect sketch with words found in the resolutions adopted by the Trustees in the meeting at which the resignation of Dr. Vann was presented and accepted:

"The beautiful college hymn, the words and music of which he composed, will be a tender tie binding the name of Richard Tilman Vann to Meredith College through all the coming years. We trust that his voice on many occasions in the future, as in the past, may add melody to this heart-thrilling song."

## Faculty Notes

On the first day of June, President Vann gives up his work as president of Meredith College to take his new position as secretary of the Education Board of the Baptist State Convention. On the same date, Dr. Charles E. Brewer enters upon his duties as Dr. Vann's successor.

Miss Paschal, in company with a few friends, will visit the Exposition at San Francisco, after visiting relatives in Texas. They plan to make a number of stops on the way out and to return through the Canadian Rockies.

Miss Colton will spend the summer in the mountains of western North Carolina, and Miss Royster expects to divide her time between resorts in western North Carolina and Virginia.

Miss Smith is to study at Columbia University, where she has been for the past few summers doing graduate work. However, before going to Columbia, she will have a few weeks of rest among the Berkshires in western Massachusetts.

Miss Vann leaves North Carolina on the fifteenth of June to visit the Exposition at San Francisco and other points of interest in California. She will remain at the University of California for their summer term, doing graduate work in mathematics and astronomy. Before returning home, she expects to visit friends at Pasadena, California.

Miss Helen Day has announced that she will teach private pupils in voice in Raleigh until the middle of July, after which date she will go North for a few weeks.

Mrs. Ferrell has been engaged by the University of North Carolina to teach primary and kindergarten music during their summer school. She will not only have private pupils, but will also have the class work and will give lectures on methods for primary music work.

Miss Poteat has been engaged to teach Art during the Summer School at the State Normal School in Harrisonburg, Va.

Mr. Hagedorn will again have charge of the music at the summer school of the University of North Carolina.

Miss Poole expects to be in New York during the summer months studying voice under a teacher suggested by Dean Mildenberg.

Miss Betts has been granted a year's leave of absence, and the trustees have engaged Miss Katherine Staples, who graduated at Meredith in 1909, to supply for her. Miss Staples plans to study during the summer term at State Normal School in Harrisonburg, Va.

Most of our faculty expect to return next year. Resignations are those of Mr. Hagedorn, Music Department and professor of Violin; Mr. Hagedorn as professor of Piano, and Miss Loving, instructor in Piano, Music and preparatory piano. Mr. Mildenberg succeeds Mr. Hagedorn as dean and Mr. Maurice Arnold, of New York, as professor of Violin; Miss Elizabeth Futrell returns as professor of Piano to succeed Miss Hall, who is to be married on June twenty-fourth. Miss Loving's successor has not yet been elected.













